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English through Drama Activities

A design project submitted in  
partial fulfillment of the requirements for the degree  
Master of Arts in Teaching English as a Foreign Language

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## DEDICATION

I dedicate this work to the women who think it is impossible to study, work, and take care of their family at the same time – *I did it, you can do it, too!*

Also, I want to dedicate my work to those who did not believe I could make it – *you were the greatest motivation to me!*

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### **Abstract**

The aim of the course “English through Drama Activities” was to develop students’ both receptive and productive skills, as well as to enhance their confidence in speaking English. The participants of the project were 12<sup>th</sup>-graders of “Aregnazan” Educational Complex in Yerevan. The piloting took place twice a week for 45 minutes at the same school during their regular English lessons and lasted two months and a half. At the end of the course, the students had a vocabulary test to check how well they internalized the newly learned words. They also had to make a final speech for 2-3 minutes to test their fluency. The students with the lowest scores at the writing test were the ones with irregular attendance. Due to the implementation of drama activities in their English lessons, students enriched their word-stock and became more fluent in expressing their thoughts in English. By the end of the piloting, a teacher’s guide with 20 lesson plans and materials, and a student’s book were developed ready to be used again with other students of pre-intermediate and intermediate levels of English proficiency.

*Keywords:* ESL, drama in ESL, English through drama, drama activities in ESL, Content-based instruction, Task-based instruction, Cooperative language learning



## **Chapter One. Introduction**

### *1.1 The Background and Setting of This Project*

Nowadays, there are many new methods and techniques for making English language learning easier and more fun for any age group. Nevertheless, it is still extremely difficult for many language learners to use the language fluently even after years of studying. One way to help students become more fluent language speakers has proven to be the implementation of drama activities in ESL classrooms (Podlozny, 2000). This paper aims at showing how useful drama activities can be if implemented appropriately in a language classroom together with Content-based learning, Task-based learning, and Cooperative language learning. It discusses how and why drama activities are proven to be beneficial, the instruments that were used for the needs assessment, the needs analyses that helped design the course, and reflections and recommendations for ESL teachers.

The aim of the paper is to provide English language teachers with necessary ready-made and piloted materials to use in their lessons as supplementary materials to their course books. The created course is independent and is not a supplement to any existing English course book, hence the lessons or separate activities can be adopted or easily adapted for any English lesson.

The related literature of the paper is analyzed in the second chapter. The third chapter provides my proposed plan and deliverables, whereas my reflections and recommendations are in the fourth chapter. The course materials include a variety of drama techniques and methods in order to reveal the ways drama activities can be used in language classrooms, thus becoming indispensable tools for both teachers and students.

### *1.2 Problem Statement*

Despite the lack of statistics, it is no news that most Armenian ESL teachers struggle to choose the best methods and approaches for better results, especially in public school. Therefore, many teachers choose the learn-by-heart method instead of implementing a variety of existing techniques. That is the reason the majority of school students have to take lessons from a private tutor especially in high school to be able to enter a higher educational institution.

The current situation gives rise to lack of motivation and interest in learning English, and many students find themselves forced to learn it. With the implementation of drama activities in ESL lessons, this issue could be solved at least to some extent (Alasmari & Alshae'el, 2020).

### *1.3 The Purpose of the Project*

Having been in the education field for over twenty years and become more knowledgeable and skilled thanks to the CTEFL and MATEFL courses taken at AUA, I decided to create a course for English learners, as well as ESL teachers who have not had the opportunity to discover the different EFL/ESL teaching methods, approaches, and techniques to make their English lessons more efficient.

I chose the topic “English through Drama Activities” since I had earlier observed the self-confidence and willingness to communicate in English in those children who attended different theatrical programs. Not being a professional in the field of the theater, I refrained from teaching drama performance, and chose drama activities instead. The course is an assistant guide and contains lesson plans and resources for ESL teachers who may not be familiar with drama activities or may not know how to implement them along with their curriculum. It also includes ready units for all twenty lessons to be handed to the students as a whole book or separately.

The needs assessment and course piloting were done with the 12<sup>th</sup> graders of “Aregnazan” Educational Complex in Yerevan to provide them with an English course-book which they did

not have initially. The main purpose of this “English through Drama Activities” course design was to provide students with an opportunity to communicate in different contexts and improve both, their linguistic skills and confidence in speaking English. The drama activities targeted at improving students’ fluency more than accuracy, therefore a variety of speaking activities were conducted with the help of drama activities.

The target audience for this course was 17-18-year-old students of “Aregnazan” Educational Complex, who had mixed proficiency levels of English. Each session lasted 45 minutes, the class met twice a week, and the overall course lasted 20 academic hours.

## **Chapter Two. Literature Review**

Many people find it hard to communicate in English even after years of studying English. The main reason for this may be that the EFL curricula at school do not provide enough opportunity to practice speaking, thus depriving the students of implementing the newly learned vocabulary and grammar. Moreover, there is limited or no exposure to real-life situations where target vocabulary and grammar could be used. In order to overcome the inert knowledge problem (Whitehead, 1929), Davies states that learners should be motivated and confident in their use of English which can be achieved with the integration of drama activities (Davies, 1990). Drama-integrated English lessons will help learners take part in real-life situations/activities and make their communication with each other more authentic.

Different language teaching approaches, techniques, and methods are implemented while teaching English. For teaching English through drama activities, a combination of content-based instruction and task-based instruction can be used. Cooperative learning plays a major role in drama ESL lessons as well. These are discussed separately below.

### ***2.1 Waldorf Education***

I have designed my course for a school where the Waldorf education system is implemented. Since Waldorf education is entirely different from the system used in ordinary Armenian schools, especially public ones, I had to be very careful to comply with the school policy and their education system.

#### *2.1.1 What is Waldorf Education?*

Waldorf Education was developed about 100 years ago by Austrian philosopher, social reformer, and visionary Rudolf Steiner. In Waldorf Education, the learning process engages the head (thinking), the heart (feeling), and the hands (doing). Waldorf teachers base their

curriculum and methodology on these three aspects integrating academics, arts, and practical skills.

According to Waldorf Education, childhood is made up of three developmental stages, which are early childhood (birth to age seven), middle childhood (seven to 14), and adolescence (14 to 21). Waldorf educators believe that curricula and teaching methods should be appropriately tailored to these developmental stages, each evolving as childhood unfolds (What is Waldorf Education?, n.d.).

### *2.1.2 The Advantages of Waldorf Education*

Waldorf-educated children are free to develop according to their own natural rhythms. Different experiences are introduced to children at the right time in their development. Every morning two hours are spent concentrating on one subject which changes every 3-4 weeks among the academic disciplines. Waldorf educators create their main “lesson books” themselves which allows children to absorb the lessons better (What is Waldorf Education?, n.d.).

## ***2.2 Defining the Cooperative Learning***

Cooperative Learning was chosen for this project taking into consideration the students’ mixed levels of English proficiency since all students get engaged in the lesson thanks to the cooperative nature of the activities. Cooperative Learning “has been shown to have strong positive effects on the academic, social, affective and psychological outcomes of students taught by CL compared with students taught by the traditional teaching method” (Tran, 2013)

Researchers May and Doob (1937) found out that people working together to achieve shared goals were more successful in reaching goals than those working individually towards the same goal. Another big revelation for them was that independent achievers had a greater likelihood of displaying competitive behaviors (Cooperative Learning, n.d.). In cooperative learning tasks,

identifying individual responsibility and accountability is essential. If individuals are unaware of their exact responsibilities, reaching the goal becomes difficult or even impossible. Whole group involvement, as well as positive interdependence among learners, should be present.

### *2.2.1 Cooperative Learning Elements*

In 1994 Johnson and Johnson published the five elements of cooperative learning – 1.

*Positive interdependence*, i.e., learners must fully participate in group works with their individual responsibilities. 2. *Individual accountability*, i.e., there should be individual accountability, as well as mastery of the studied content. 3. *Face-to-face interaction*, where members' success is being discussed, while explaining their progress so far and assisting each other in the task completion process. 4. *Social skills* include effective communication, interpersonal and group skills – leadership, decision-making, trust-building, communication, and conflict-management skills- which are essential for successful cooperative learning. 5. *Processing*, i.e., the effectiveness of groups must be assessed from time to time, and decisions on its improvement should be made. Also, learners should work towards a group goal and put equal individual effort in order to improve their achievement (Cooperative Learning, n.d.).

In Cooperative Learning, learners usually work in groups around the same goal. Cooperative Learning may work well with all levels and age groups. Learners get motivated and develop a high sense of responsibility since they need to help each other reach their group and individual goals. However, as Wong-Fillmore states, if used extensively with lower-level learners, there is the possibility of fossilization since non-proficient learners fail to provide adequate models for each other (Wong-Fillmore 1985, as cited in Richard-Amato 1996). Therefore, same-level students were never put in the same pair or group throughout the course to avoid the risk of fossilization.

## **2.3 Defining Content-Based Instruction (CBI)**

### *2.3.1 What is a content-based instruction?*

Content-Based Instruction is a second language teaching approach where teaching is based on the content rather than the language itself. According to the two principles of CBI, a second language is acquired better and more easily when language is used for the purpose of getting information, and “Content-Based Instruction better reflects learners’ needs for learning a second language” (Richards & Rodgers, 2001, p. 238).

In CBI, language learning involves different skills which are linked together to make them more authentic. Grammar is viewed as a component of other skills rather than separately. Since language is used for specific purposes in CBI, it raises students’ engagement in the learning procedure.

## **2.4 Defining Task-Based Language Teaching (TBLT)**

### *2.4.1 What is a ‘task’?*

A task is an activity where the target language is used by the learner for communicative purposes to achieve an outcome. While doing tasks, the learners use the target language resources they have in order to complete a task, and the main focus is on the meaning rather than the form of the language. Language is used as the mediator for achieving the task which do not involve specific language use for practice but are rather meaning-oriented interactions (Nunan, 2004). TBLT is student-centered.

Three phases take place in task-based learning (Willis, 2009):

1. ***pre-task activity***: the teacher presents what will be expected of the students in the task phase.

2. ***task cycle***: the task itself, the planning, and the report. Students complete the task in pairs or groups while the teacher observes and monitors them.

3. ***language focus and feedback with more practice***: the teacher highlights relevant points selecting language areas to practice based on students' needs and the task results.

#### *2.4.2 Principles of TBLT*

While Skehan (2003) differentiates five characteristics of tasks: 1) meaning is primary; 2) students are not given other people's meaning to regurgitate; 3) there is some sort of relationship to comparable real-world activities; 4) task completion has some priority; 5) the assessment of the task is in terms of the outcome, Nunan (2004) differentiates between the following TBLT principles: 1) "A needs-based approach to content selection, 2) An emphasis on learning to communicate through interaction in the target language, 3) The introduction of authentic texts into the learning situation, 4) The provision of opportunities for learners to focus not only on language but also on the learning process itself, 5) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning, 6) The linking of classroom language learning with language use outside the classroom" (p. 1).

#### ***2.5 Drama in Language Classrooms***

Drama technique gets rid of the traditional education style and has a great impact on learners' English speaking fluency resulting in the improvement of their communication skills (Kumar, Qasim, Mansur, & Shah, 2022). According to Catterall et al. 1999 (as cited in Podlozny, 2000), American high school students involved in theater, compared to those not involved, are more proficient readers and have higher growth in reading skills during the high school years. Moreover, College Entrance Examination Board results (1988-1998, as cited in Podlozny, 2000) show that American students studying drama in high school have a higher score on their verbal



Scholastic Assessment Tests than do the students not doing arts. Also, Harland et al. (1999, as cited in Podlozny, 2000) found that studying drama in high school in Britain helps students succeed in national examinations in English. Besides that, Dutch students taking an afterschool drama course report an increased vocabulary when tested on words related to their drama activities (Scheepers et al. 1998, as cited in Podlozny, 2000).

Research conducted by Ann Podlozny (2000) shows that drama is “an effective tool for increasing achievement in story understanding, reading achievement, reading readiness, and writing” (p. 268), with vocabulary having the weakest results. Moreover, according to Podlozny, “structured enactment seems best suited for verbal outcomes that require an understanding of story structure, while unstructured enactment seems better suited for promoting oral language growth” (p. 268). The results also suggest that drama activities help children master the texts they enact and often helps them master new material not enacted.

## ***2.6 Types of Drama Activities***

By saying drama, one may have in mind only theatrical actions, performance. However, drama is more than just performing. Moreover, before reaching the performing level, learners need to get acquainted with and experience all drama activities, which are the small steps they need to take to get to the performing stage. Depending on the age of the students, drama activities may vary. For high-school students, these may be *miming*, *imitation*, *improvisation*, *role plays*, *scriptwriting*, *drama games*, and *storytelling*.

### ***2.6.1. Miming***

Miming is the use of facial expressions and body language to pass on a message script to the rest of the class. Miming may be the best to start a drama-integrated ESL/EFL course with, especially for shy learners. They may not be willing to talk, but they do not usually miss the

chance of miming to show something for the others to guess. Miming also helps break the ice, therefore it can also be used as a warm-up exercise.

### *2.6.2. Reader's Theater*

Reader's Theater is an approach to involve students in reading aloud, working cooperatively, and writing scripts for plays. There is no need of using props or costumes or of memorizing lines. Instead, the performers read the script aloud. Reader's Theater helps develop fluency, increase interest in reading, enhance cooperation among students (Cornwell, n.d.).

### *2.6.3. Improvisation*

Improvisation is impromptu acting (Atkinson, 1971). While improvising, students are usually less afraid to speak since they are acting as another person. Therefore, it not only stimulates written composition, but it may make a less verbal student communicate the way they want or feel more comfortable with. Improvisation helps students gain confidence and express ideas more easily (McNeece, 1983).

### *2.6.4. Role Plays/Performing*

For role plays, learners are given a particular role in a scripted play. They do rehearsals to master their role. Role-plays can be implemented in each English lesson. The more role plays learners have, the more fluent their speech becomes. As Richard-Amato states, role-plays allow learners to be creative and "put themselves in another person's place for a while" (Richard-Amato, 1996, p. 181)

Performing is a way of learning by actually experiencing it in real life. "Drama techniques integrate body, mind, and emotions and motivate students by allowing them to use their personalities and experiences as resources for language production" (Maley and Duff, p. 6-7).

The play should be decided based on the content of the class and the needs of the students and should be added as a supplementary to the class material (Solomon, 1965).

In order to succeed in dramatization, as Flynn and Carr suggest (1994), there should be a true purpose for acting. The students' roles should require defense techniques, arguments, and decision making, or a plan. At the intermediate level, students can only handle partially structured dramatic activities and improvise what they say (Dickson, 1989).

#### *2.6.5. Scriptwriting*

Learners work in pairs or groups and write scripts for short plays. They can use target language to create real-life situations, hence improving their vocabulary and grammar knowledge, and writing skills. Scriptwriting boosts learners' creative thinking and imagination.

As many playwrights claim, writers of plays should be granted an opportunity to see their work performed, leading to the development of a student-written play (O'Farrel, 1993). Harriet E. Goodman (1990, as cited in O'Farrel, 1993) found that brainstorming techniques, plot diagramming, and story maps used as teaching methods could enhance critical thinking skills and expressive language.

#### *2.6.6. Drama Games*

When playing drama games, learners use their imagination to dramatize something. They forget their personalities or characteristics for some time, in the meantime forgetting their shyness or insecurity. Smith states, "Games, used wisely, can help adults rediscover the freedom they knew as children. Games 'allow' the adults to 'play' in front of their peers. Through games, ensemble members become acquainted. The ensemble begins to operate as a unit. Its members begin to trust and to cooperate" (Smith, 1984, as cited in Dickson, 1989, p. 7).

#### *2.6.7. Storytelling*

Storytelling is an essential part of drama. In classroom drama, all participants are potential storytellers and story listeners (Verriour, 1990). Storytelling builds on children's innate capacity for fantasy and imaginative play. Storytelling in the classroom should be done with the help of visuals, miming, gestures, and other aids to help beginner learners guess what is happening in the story. With the help of stories, young learners get to learn the skills of predicting, guessing, and inferring meaning, their concentration and empathy towards others are improved as well.

(Dickson, 1989)

While reading and creating/recreating stories, learners are engaged in active learning and experience multi-sensory, kinesthetic responses to stories. Through acting during storytelling or while creating a story, learners are able to connect the language to corporal expression with the help of mimes, sounds, gestures, and imitation. All these actions together generate associations for actions, words, and meanings in learners which, in turn, leads to natural and fun memorization of key language (Storytelling and Drama, n.d.).

### ***2.7 The Advantages of Using Drama Activities in an EFL/ESL Classroom.***

In learning via drama, scaffolding occurs through interaction and cooperative learning, hence Vygotsky's (1978) zone of proximal development (ZPD) comes forward. As mentioned earlier, cooperative learning is essential in a drama classroom. Drama education provides a holistic interdisciplinary approach to education (Kenny, 2017) since learners get engaged in meaningful communication with peers.

According to Sarah Phillips (2002, p. 6), drama “encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions”. She also adds that the areas where drama may be beneficial to language learners and teachers are: motivation, familiar activities, confidence,

group dynamics, and others. Moreover, in drama-integrated lessons, "there is no place for stereotyped responses, set-up discussions, pre-planned arguments or 'free conversations' in which everyone speaks, and nobody listens" (Maley & Duff, 1982, p. 13).

As Dickson states, the main advantage of using drama activities for second-language learning is that they help students to develop proficiency in using the language while progressing from very structured activities to partially structured ones and finally to free expression (Dickson, 1989).

## **Chapter Three. Proposed Plan and Deliverables**

### ***3.1 Course Description***

The course “English through Drama Activities” was designed for 17-18-year-old high-school students of mixed levels of English proficiency – A1 (2 students), A2 (1), B1 (5), B2 (4), and C1 (5). Since the B1-B2 levels prevailed, the course was designed for these levels. The three lower-level students were assisted both by the teacher individually approaching each student and helping them during individual work, and their peers through the cooperative activities. The main goal was to enhance students’ fluency in speaking English as well as encourage learner autonomy and responsibility. A variety of drama activities were used throughout the course for the purpose of enhancing students’ both receptive and productive skills. The course units were designed integrating Content-Based Instruction and Task-Based Language Learning approaches to make the lessons more authentic and student-centered. The observations started in December 2021, and the course was piloted from January 21<sup>st</sup> to April 12<sup>th</sup>, 2022, in “Aregnazan” Educational Complex covering a total of twenty academic hours. At the end, students had to complete a writing test consisting of three vocabulary exercises (*Appendix E*) and deliver a final speech similar to a Ted Talk (*Appendix F*) choosing any topic they wanted. The lessons were conducted twice a week for 45 minutes each. The talk had to be 2-3 minutes long.

The project was realized in the following phases:

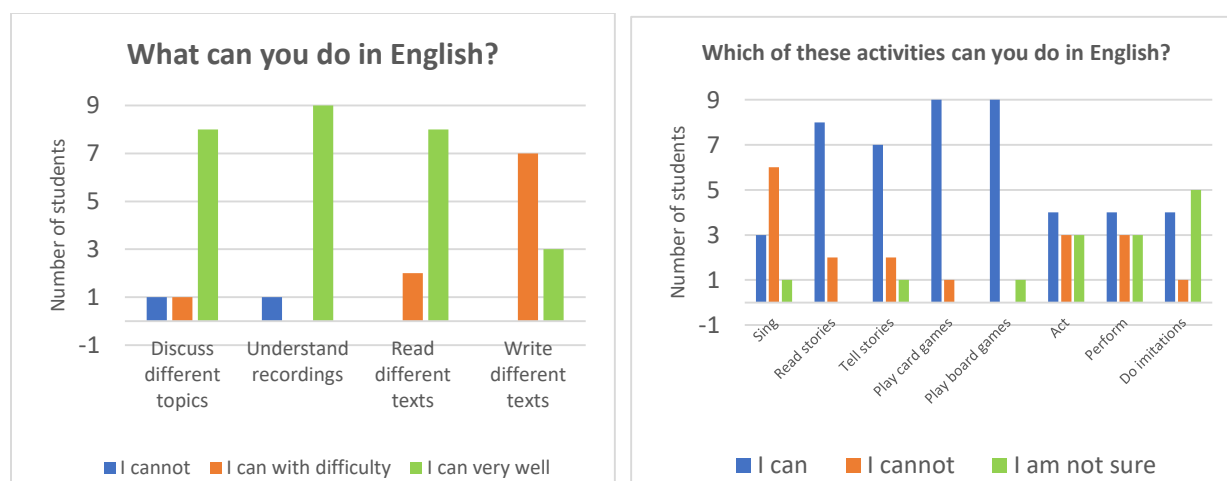
- Needs and environmental analysis – December 2021
- Finalizing goals and outcomes, forming the evaluation criteria – January 2021
- Designing course materials and deliverables – January-April 2022
- Course piloting – January 21<sup>st</sup>-April 12<sup>th</sup>

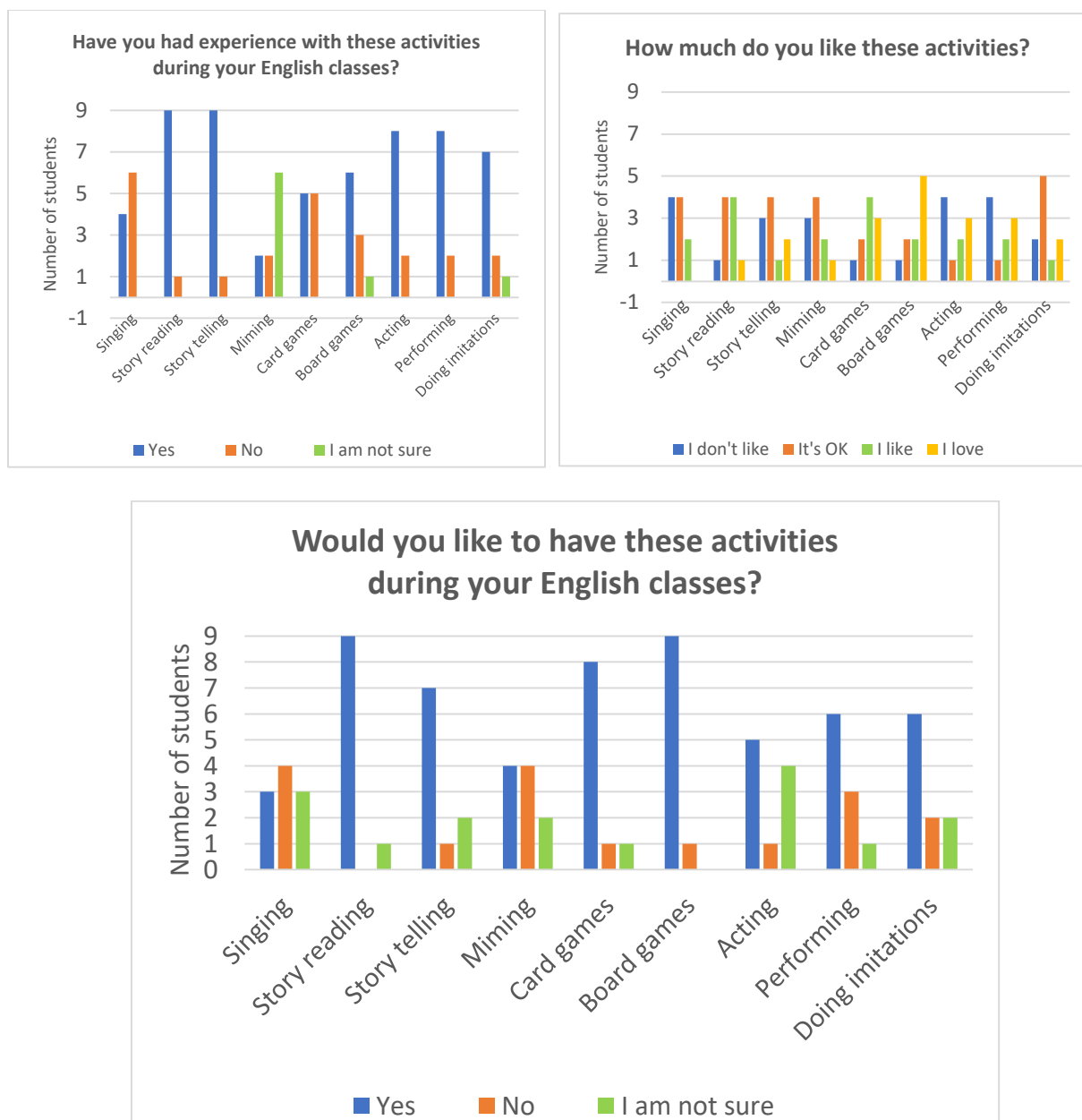
#### *3.1.1 Needs and environmental Analysis*

The needs assessment was conducted to estimate the students' knowledge of the language, their expectations from the course, their experience with different drama activities in previous English lessons, and their preferred drama activities. Later, the piloting of the course was conducted with the same students to reveal the true needs, interests, and preferences of the target audience.

Different instruments were used for the needs assessment (*Appendix A*) – an interview with the teacher, a survey for the students, a questionnaire to know their preferences in types of books, songs, etc., and a proficiency test. On the first day of meeting with the students, the latter were introduced to the course idea and to what is expected from them. Afterwards, two in-class observations were conducted to see what activities the students do during their lessons with their teacher, and how the lessons are conducted. After this, the students had to answer survey questions anonymously and take a verbal proficiency test for assessing their levels of English proficiency. The results helped the interviewer get a better idea of the students' knowledge, interests, as well as expectations of the course.

The results of the questionnaire can be seen in the figures below:





Figures 1-5. Needs Assessment Questionnaire Results

Throughout the course, students were also encouraged to give feedback to the teacher on how the course was going and make suggestions for improving it. The feedback was gathered through both asking directly after each lesson and anonymously writing on pieces of paper. The teacher asked to share both positive and negative opinions, as well as suggestions for the course to make it better.



Students also had a speaking test to assess their English proficiency level. The test was a debate to make it more natural and cause less stress taking into account the fact that the teacher was new to them. It was 45 minutes long and was conducted with the whole class working in pairs due to time constraints and the number of the students. The teacher was monitoring and taking notes, making sure that all the students had a chance to speak. The final results were discussed and finalized with the class teacher.

### *3.1.2 Finalizing goals and outcomes, forming the evaluation criteria*

The course “English through Drama Activities” has three goals (*Table 1*) including all four language skills, with the emphases on the speaking fluency, and all the four skills are accompanied by drama-related skills, such as performing, improvisation, singing, and others. All the activities and tasks have been designed to meet the three goals of the course. The first goal of the course is to encourage learner autonomy and responsibility through various cooperative drama activities. The second goal is to develop learners’ receptive skills with the help of short stories, theatrical sketches, and other drama activities. The third goal is to develop learners’ productive skills in English through active participation in role plays/miming activities using stimuli, e.g., realia or props, visuals, audio recordings, etc.

Based on the lesson observations and needs analysis, the following goals and outcomes were developed for the purpose of meeting the students’ needs and preferences:

***Table 1***

#### *Goals and Outcomes of the Course*

GOALS	OUTCOMES	ASSESSMENT		
		Role Play	Task	Drama Activity
GOAL 1: Encourage learner autonomy and responsibility.	1.1 Estimate personal strengths and weaknesses when taking part in different drama activities in English		X	X

	1.2 Become fully involved in collaborative practices when performing drama activities	X	X	X
	1.3 Speak confidently in different small pair/group work activities	X	X	X
GOAL 2: Develop learners' receptive skills with the help of short stories, theatrical sketches, etc.	2.1 Become independent readers of familiar play scripts/stories		X	X
	2.2 Read different short play scripts/stories/songs for detail and general information		X	X
	2.3 Become more independent listeners of familiar theatrical sketches/stories/songs for detail and general information		X	X
	2.4 Listen to different theatrical sketches/stories/songs for detail and general information		X	X
GOAL 3: Develop learners' productive skills in English through active participation in role plays/miming activities using stimuli, e.g., realia or props, visuals, audio recordings, etc.	3.1 Formulate and express opinion while discussing different theatrical sketches/plays/stories	X	X	X
	3.2 Create short scripts/plays/stories in written form or verbally in pairs or groups		X	X
	3.3 Take part in role/plays/miming activities on different familiar topics with confidence	X	X	X

*Note.* The three goals were chosen after the needs analysis, and lesson objectives were formed to meet the needs of the students. Tasks were formed around the chosen drama activity. The participation of the students was assessed according to the above criteria using a participation rubric.

### 3.1.3 Assessment Plan

The students were assessed throughout the course and at the end of it. The formative assessment was done through their participation during each lesson. The participation was assessed through the Class Participation Rubric (*Appendix D*).

The summative assessment consisted of two parts – a writing test and a speaking test. The writing test (*Appendix E*) included three vocabulary exercises to check what they remembered from the lessons. The oral test was a speech similar to a Ted Talk and was assessed through a

separate rubric (*Appendix F*). The students were informed about the nature of the speaking test two weeks prior to the end of the course and were encouraged to watch as many Ted Talks as possible. The teacher also shared topic options for the students to choose from in case of having difficulty choosing on their own.

At the end of the course, the students were assessed according to four criteria – attendance, participation, final writing test, final speaking test (*Table 2*). The final scores are depicted in *Table 3*.

**Table 2**

*The Assessment Plan of the Course*

Attendance	10%
Participation	25%
Final Writing Test	30%
Final Speaking Test (Ted Talk)	35%

*Note.* The Attendance was taken every lesson. Participation was assessed every lesson through the Class Participation Rubric (*Appendix D*), the final speaking test was assessed through a different rubric (*Appendix F*)

**Table 3**

*The Final Scores of the Students*

N	Writing test	Speaking test	Attendance	Participation	Total
1	26	35	8,5	25	95,5
2	30	35	9,5	25	99,5
3	30	35	8,5	25	98,5
4	28	35	7	25	95
5	30	35	9,5	25	99,5
6	28	35	8,5	20	91,5
7	28	35	7,5	20	90,5
8	30	35	7,5	25	97,5
9	26	35	7	20	88
10	26	A	8	15	49
11	22	A	5,5	15	42,5
12	28	A	6,5	20	54,5
13	A		5	15	20
14	A	35	6	15	56
15	24	A	5	10	39
16	A	A	3,5	15	18,5
17	A		8,5	10	18,5

*Note.* The results show that those students who had more missed lessons had lower scores on the writing test which was based on the target vocabulary. It was impossible to count the total for eight students since they missed either the writing test or the final speech.

At the end of the course the students completed an end-of-course evaluation survey (*Appendix E*). The results of the survey are depicted in *Figure 2* below.

## End-of-Course Survey for the Course "English through Drama Activities"

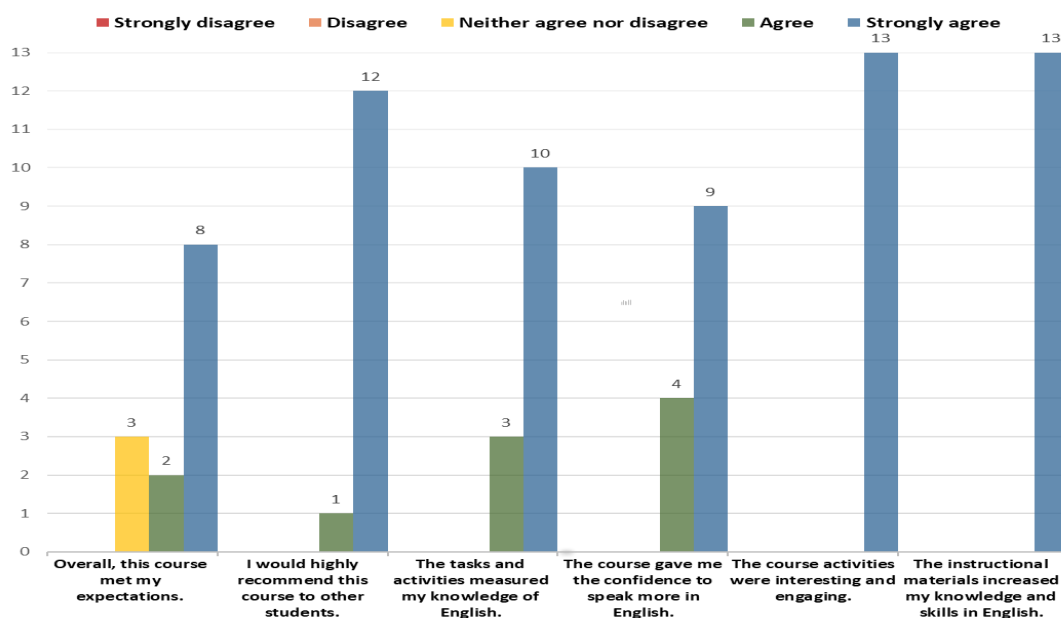


Figure 2. End-of-Course Student Evaluation Results

Thirteen students out of seventeen took the survey. Three of them chose the Armenian version of the survey, however it is worth mentioning that their comments on the suggestions of the course were in English. As seen from the results, most students accepted that the tasks and activities measured their English knowledge and gave them the confidence to speak more in English, whereas all of them claimed that the course activities were interesting and engaging and helped increase their knowledge and skills in English.

### 3.1.4 Designing course materials and deliverables

The learning plan of the course (Table 4) includes ten units for twenty academic hours – one unit for two lessons. Each unit is based on a certain drama activity and is accompanied with relevant tasks to meet the objectives of the lesson. Grammar is addressed implicitly; more attention is paid to the vocabulary. Fluency is preferred over accuracy, although students' mistakes are corrected, and feedback is shared individually.

The materials are designed specifically for the target students and are not based on any textbook. Each unit is unique having no or little connection with the others. Units with drama activities which students may not be familiar with include some information about them, e.g., improvisation, reader's theater, freeze frames, etc.

**Table 4**

*Learning Plan*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
1	Unit 1, part 1 <b>Let's create a story!</b>	Previously learned vocabulary and grammar		Role playing the script	Script writing	Story creation
2	Unit 1, part 2 <b>Let's read the story!</b>	Unknown phrases from the story	Reading " <b>The Pedestrian</b> " by Ray Bradbury	Reading the story in roles	Reading a story	Story reading
3	Unit 2, part 1 <b>Let's sing it!</b>	Unknown phrases from the song	Listening to the song " <b>Human</b> " by Rag'n'Bone Man		Filling in the gaps	Singing
4	Unit 2, part 2 <b>Let's talk!</b>	Revision of previously learned vocabulary	Listening to each other	Improvising dialogues using target vocab and other random words	Role-playing	Improv
5	Unit 3, part 1 <b>Let's read it!</b>	Unknown words from the poem	Listening to the poem " <b>The Road Not Taken</b> " by Robert Frost		Matching the words to their synonyms	Poem reading
6	Unit 3, part 1 <b>Let's write it!</b>	Previously learned vocabulary	Listening to each other's answers	Questioning each other in pairs	Writing a story	Story writing

7	Unit 4, part 1 <b>Let's read stories!</b>	Unknown words from the stories	Jigsaw reading <b>"Ruthless"</b> by William de Mille / <b>"Gaston"</b> by William Saroyan / <b>"Two Friends"</b> by Guy de Maupassant / <b>"The Aged Mother"</b> by Matsuo Basho		Creating poster stories	Story reading
8	Unit 4, part 2 <b>Let's retell the stories!</b>	Vocabulary activity as wrap-up (words from the stories) – ( <i>Kahoot game</i> )	Reading and listening to each other retelling the assigned stories from the posters (jigsaw reading)	Taking the roles of a storyteller and a listener	Retelling the stories using the created poster stories	Story retelling
9	Unit 5, part 1 <b>Let's pass it on!</b>	Previously learned vocabulary	Reading parts of created stories in order to continue them		Pass it on – continuing the stories	Story writing
10	Unit 5, part 2 <b>Let's act it out!</b>	Previously learned vocabulary	Reading and listening to the created pass-it-on stories.	Acting out the created stories	Creating scripts, acting them out	Script writing / Acting out
11	Unit 6, part 1 <b>Let's have a debate!</b>	Justifying opinions, persuasive speaking, agreeing / disagreeing	Listening to each other's opinions to respond appropriately	Having a debate	Filling in the gaps	Role play ( <i>Debate</i> )
12	Unit 6, part 2 <b>Let's play it!</b>	Justifying opinions, persuasive speaking, agreeing / disagreeing	Listening to each other's opinions to find the spy or guess the location	Role playing according to the assigned cards	Finding the spy / Not being found as the spy	Drama game ( <i>Spyfall</i> )
13	Unit 7, part 1 <b>Let's mime it!</b>	Pre-teaching vocabulary from the song <b>"Believer"</b> by Imagine Dragons			Matching the words to the pictures, filling in the gaps	Miming

14	Unit 7, part 2 <b>Let's sing it!</b>		Reading and listening to the song " <b>Believer</b> " by Imagine Dragons		Filling in the gaps	Singing
15	Unit 8, part 1 <b>Let's guess the stories!</b>		Watching a video about what freeze frames are and how they work		Finding freeze frames for the chosen stories / Guessing the story from the freeze frames	Story telling / Pantomime
16	Unit 8, part 2 <b>Let's mime it!</b>		Watching each other make freeze frames to guess the stories	Role playing with the help of freeze frames and pantomime	Making three freeze frames for a story / Guessing the story	Freeze frames/ Pantomime
17	Unit 9, part 1 <b>Let's improvise!</b>	Revision of previously learned vocabulary	Watching a video of Alphabet Improv in action	Improvising dialogues in pairs/ groups	Making impromptu dialogues	Improv ( <i>Alphabet improv</i> )
18	Unit 9, part 2 <b>Let's write it!</b>	Previously learned vocabulary and grammar	Listening to their Improv recordings to write stories based on them	Role playing the script	Writing stories based on their recordings	Story writing
19	Unit 10, part 1 <b>Let's review it all!</b>	Course language review (Learning stations)	Listening to each other's speaking	Taking roles in role playing, debating, and improvisation activities	Taking part in at least three activities	Improv / Role plays / Riddles / Debates
20	Unit 10, part 2 <b>Let's review it all!</b>	Course language review	Reading the chosen words to guess the words		Guessing the words	Drama game ( <i>FunGLISH</i> )

*Note.* The course has ten units each consisting of two parts. The focus is on the meaning of language rather than its form, therefore explicit grammar is non-existent in the course. All the chosen drama activities were repeated at least twice throughout the course.



### *3.1.5 Course piloting – January 21<sup>st</sup> – April 12<sup>th</sup>*

The designed course was piloted in “Aregnazan” Educational Complex in Yerevan. The class met twice a week for 45 minutes during their regular English classes. The piloting started on January 21<sup>st</sup> and finished on April 12<sup>th</sup>. The students were highschoolers of 17-18 years of age, the average level of English proficiency was Pre-Intermediate. The piloting helped find the best and most efficient ways of conducting the designed activities, as well as improve the lesson plans. With the help of the reflections written after each lesson, the course designer decided whether the lesson goals and objectives were met or not. Some changes were made to improve the quality of the lessons. The piloting helped modify the materials based on the students’ feedback and the teacher’s reflections after each course. It is, therefore, ready to be used again with more ease due to the materials having been reviewed after each conducted lesson.

The goals and objectives of the course were decided taking into consideration the survey results analysis, the verbal proficiency test results, the teacher’s interview results, as well as the observations and demo lessons that were conducted with the target students before designing the course.

The students’ feedback also helped to make some modifications throughout the whole course. The feedback received by the students showed that the most preferred activity was improvisation, which was surprising because they did not have ready-made materials to use during the lesson, something that many students prefer. The lessons were designed around the chosen drama activity, and tasks were added to it to help meet the lesson objectives. It was initially decided to have a speaking test at the end of the course. However, it was later changed to a Ted Talk-like speech to make it more appropriate for a drama course.

All the changes made to the course before and during the piloting procedure, had the intention of making it more effective in meeting the students' needs and addressing the course goals and objectives. However, certain activities may still need to be changed if the course needs to be taught to different students since the latter may have different needs and preferences.

## **Chapter Four. Reflections and Recommendations**

### ***4.1 Reflections***

When I first contacted “Aregnazan” Educational Complex for designing and piloting my course, I hoped they would give me elementary school students to work with as I have a great number of collected and tried resources and many years of experience with that age group. As it turned out, English is taught from middle school, that is from the 5<sup>th</sup> grade in this school. The English teacher I worked with was extremely friendly and offered me her 12<sup>th</sup>-graders to work with. It was a great challenge for me since I had experience working with all age groups, but not with high schoolers. Moreover, I had no materials I could use with this age group. Nevertheless, I was ready to take the challenge and see the results.

At first, I joined their lessons as an observer which helped me estimate the students' English proficiencies and their level of engagement in the English lesson. I then conducted a few lessons with them getting them acquainted with different drama activities. Afterwards, I prepared and conducted a survey with the students for the assessment of their needs. For defining the students' proficiency level, I conducted a debate activity instead of a speaking test. One reason for this was the time constraints, and another reason was that I was afraid the test could scare the students off from the very beginning which would make our further collaboration not as smooth. Later, I checked the results with their teacher as well to make sure that my assessment results were

accurate. The needs analyses showed that they were more interested in drama games, and improvisation activities.

After getting all the necessary tools, I started designing the course. The first couple of lessons were relatively tough as I was not used to conducting 45-minutes lessons. The time was extremely short for me, and I was finding it hard to meet the outcomes of the lesson. I decided to divide the more time-consuming lessons between two academic hours. These were the units having a reading task. However, with my adviser's advice, I made all the units consist of two parts to make it more consistent. Therefore, the final course is comprised of 10 units each with two parts to cover twenty academic hours of teaching.

I experienced no issues with classroom management as all the students were well-behaved and organized. Engaging the silent students in communicative activities was the hardest and not always worked. In fact, I managed to raise their interest and engagement by the end of the course with the help of carefully chosen and properly implemented drama activities. I believe I would have more success with the rest if I continued working with them for a longer period.

#### ***4.2 Recommendations***

After having taught this course, I have some recommendations to share with the teachers who may want to teach this course or a similar one. It is essential to raise awareness of the benefits of teaching English via drama activities, since many EFL teachers are unaware of them. As mentioned earlier, including drama activities in teaching English will enhance students' communicative skills and boost their confidence in speaking English.

Another important condition for the course to be successfully implemented is the students' motivation. One of the ways to keep the students motivated is ask for their feedback and adjust the course according to their feedback results. Also, try to make the materials neither too easy,

nor too difficult, so that the lower- or higher-level students do not become bored or demotivated. The course materials are designed so that they can easily be adapted if needed to meet the students' proficiency level and preferences.

This course was designed for 45-minute lessons; however, each unit was developed so that it can be used for lessons with the duration of 1,5 hours. The course-book is structured so that the teacher can copy each task and give the handouts to the students separately. Some activities demand the use of the Internet, a bigger screen, smartphones, speakers, and other equipment, so check them out beforehand and anticipate any problems there may occur during the lesson. Doing this will help you get ready for the lesson long before it starts and find solutions to any unforeseen issues more easily. In case of a classroom with no Internet connection, it is possible to print the materials out in advance to be used during the lesson.

Another important thing is to first inform the students about the objectives of each lesson before starting it. When they know what is expected of them and what the outcome of each task should be, they perform much better. Also, make sure that they are familiar with the drama activity chosen for the lesson from the beginning of each lesson.

I tried to integrate a little bit of technology in the form of QR codes, links, and games in the lessons to make it more interesting for the teenage students. However, I would strongly suggest using technology with caution and only if it is not possible to conduct the lessons without technological tools in order not to be carried away.

Always divide the students into different pairs or groups so that they come out of their comfort zones and get used to working with different students. Do not make groups of more than three students in order for everybody to have a chance to speak. Individual work should also be incorporated. Always monitor while students are working in order to assist them, especially

those with lower proficiency levels, and give feedback after they are done. You can also take notes while monitoring to not forget or overlook anything.

Finally, try to use the materials created by the students as follow-up activities. I used their recordings, pass-it-on stories, and poster stories in other activities, and they became even more motivated and thankful for that.

As a conclusion, it goes without saying that the teacher should always have well-prepared lessons with all the necessary materials, anticipated problems considered, and the drama activities appropriately chosen.

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Appendices

Appendix A

## **Interview Questions to the Teacher**

1. Do you use a course-book?
2. Do you use any supplementary materials?
3. How do you teach grammar?
4. Do you use drama activities in your lessons? If yes, which ones?
5. What activities do students take active part in?

## **Proficiency Test (Speaking)**

<p><b><u>Student A</u></b></p> <p><i>Agree</i> with the following statement justifying your opinion:</p> <p><b>Wearing uniforms at school should be mandatory.</b></p>	<p><b><u>Student B</u></b></p> <p><i>Disagree</i> with the following statement justifying your opinion:</p> <p><b>Wearing uniforms at school should be mandatory.</b></p>
<p><i>Disagree</i> with the following statement justifying your opinion:</p> <p><b>Math is the most important school subject.</b></p>	<p><i>Agree</i> with the following statement justifying your opinion:</p> <p><b>Math is the most important school subject.</b></p>

### Needs Assessment Survey

### Questionnaire

Dear students, this form is going to help me prepare lessons for you based on your answers.

Thanks a lot for your assistance in advance.

1. **What can you do in English?** (Please check all that apply, mark only one oval per row)

	I cannot	I can with difficulty	I can very well
Discuss different topics			
Understand recordings			
Read different texts			
Write different texts			

- 2. Which of these activities can you do in English?** (Please check all that apply, mark only one oval per row)

	I can	I cannot	I am not sure
Sing			
Read stories			
Tell stories			
Play card games			
Play board games			
Act			
Perform			
Do imitations			

- 3. Have you had experience with these activities during your English classes?**

(Please check all that apply, mark only one oval per row)

	yes	no	I am not sure
Singing			
Story reading			
Story telling			
Card games			
Board games			
Miming			
Acting			
Performing			
Doing imitations			

- 4. How much do you like these activities?** (Please check all that apply, mark only one oval per row)

	I don't like	It's OK	I like	I love
Singing				
Story reading				
Story telling				
Card games				
Board games				
Miming				
Acting				
Performing				
Doing imitations				

- 5. Which of these activities would you like to have during your English classes?** (Please check all that apply, mark only one oval per row)

	yes	no	I am not sure
Singing			
Story reading			
Story telling			
Card games			
Board games			
Miming			
Acting			
Performing			
Doing imitations			

### **Student's Preferences Survey Questions (anonymous)**

- 1. Name three actors/actresses that you like.**

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

2. Name three books that you like.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

3. Name three writers whose works you like reading.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

4. Name three musicians you like listening to.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

**American University of Armenia**

**“English through Drama Activities”**

**Course-book**

**Designed for and with the help of**

**the 12<sup>th</sup>-graders of**



## Appendix B

### **Course Description**

The course is a drama-based course with some components of task-based and content-based instructions. It is designed for Intermediate level students of 17-18 years of age who are introduced to various drama activities throughout the course. It aims at not only enhancing students' communicative skills but boosting their confidence in speaking English as well.

The course consists of carefully chosen activities focused on enhancing student-student interaction. The majority of tasks are conducted in pairs.

### **Course structure**

This course that lasts about 2,5 months. The class meets twice a week for 45-minute sessions.

### **Course requirements**

Attendance and participation are important and will be expected from all students.

### Course Materials

1. Photocopied materials provided by teacher
2. Links to various video- audio materials and recordings
3. Props, realia, and other necessary equipment for performing drama activities

<b>Meeting times</b>	Tuesday/Friday at 9:20
<b>Setting</b>	“Aregnazan” Educational Complex in Yerevan, Armenia
<b>Students</b>	12 <sup>th</sup> -graders, mostly Intermediate level of proficiency
<b>Course duration</b>	January 21 <sup>st</sup> – April 12 <sup>th</sup>
<b>Class duration</b>	45 minutes
<b>Instructor</b>	Meri Nersesyan

**Students’ target language proficiency level:** Beginner – Upper-Intermediate

**Native language:** Armenian

**Educational Background:** Private high school learners who have had exposure to English at school since the 5th grade as well as taken private lessons.

**Anticipated Problems:**

Students may find it hard to understand certain *new words* – have pictures ready, use concept checking questions (CCQs) to check understanding,

Students may find it hard to use *grammatical structures* correctly – encourage usage even with mistakes at first, do drilling as much as possible.

### Goals and Objectives of the Course

GOALS	OUTCOMES	ASSESSMENT		
		Role Play	Task	Drama Activity
GOAL 1: Encourage learner autonomy and responsibility.	1.1 Estimate personal strengths and weaknesses when taking part in different drama activities while using English		X	X
	1.2 Become fully involved in collaborative practices when performing drama activities	X	X	X
	1.3 Speak confidently in different small pair/group work projects	X	X	X
GOAL 2: Develop learners' receptive skills with the help of short stories, theatrical sketches, etc.	2.1 Become independent readers of familiar play scripts/stories		X	X
	2.2 Read different short play scripts/stories/songs for detail and general information		X	X
	2.3 Become more independent listeners of familiar theatrical sketches/stories/songs for detail and general information		X	X
	2.4 Listen to different theatrical sketches/stories/songs for detail and general information		X	X
GOAL 3: Develop learners' productive skills in English through active participation in role plays/miming activities using stimuli, e.g.,	3.1 Formulate and express opinion while discussing different theatrical sketches/plays/stories	X	X	X
	3.2 Create short scripts/plays/stories in written form or verbally in pairs or groups		X	X



realia or props, visuals, audio recordings, etc.	3.3 Take part in role/plays/miming activities on different familiar topics with confidence	X	X	X
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### The Learning Plan

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
1	Unit 1, part 1 <b>Let's create a story!</b>	Previously learned vocabulary and grammar		Role playing the script	Script writing	Story creation
2	Unit 1, part 2 <b>Let's read the story!</b>	Unknown phrases from the story	Reading " <b>The Pedestrian</b> " by Ray Bradbury	Reading the story in roles	Reading a story	Story reading
3	Unit 2, part 1 <b>Let's sing it!</b>	Unknown phrases from the song	Listening to the song " <b>Human</b> " by Rag'n'Bone Man		Filling in the gaps	Singing
4	Unit 2, part 2 <b>Let's talk!</b>	Revision of previously learned vocabulary	Listening to each other	Improvising dialogues using target vocab and other random words	Role-playing	Improv
5	Unit 3, part 1 <b>Let's read it!</b>	Unknown words from the poem	Listening to the poem " <b>The Road Not Taken</b> " by Robert Frost		Matching the words to their synonyms	Poem reading

6	Unit 3, part 1 <b>Let's write it!</b>	Previously learned vocabulary	Listening to each other's answers	Questioning each other in pairs	Writing a story	Story writing
7	Unit 4, part 1 <b>Let's read stories!</b>	Unknown words from the stories	Jigsaw reading <b>"Ruthless"</b> by William de Mille / <b>"Gaston"</b> by William Saroyan / <b>"Two Friends"</b> by Guy de Maupassant / <b>"The Aged Mother"</b> by Matsuo Basho		Creating poster stories	Story reading
8	Unit 4, part 2 <b>Let's retell the stories!</b>	Vocabulary activity as wrap-up (words from the stories) – ( <i>Kahoot game</i> )	Reading and listening to each other retelling the assigned stories from the posters (jigsaw reading)	Taking the roles of a storyteller and a listener	Retelling the stories using the created poster stories	Story retelling
9	Unit 5, part 1 <b>Let's pass it on!</b>	Previously learned vocabulary	Reading parts of created stories in order to continue them		Pass it on – continuing the stories	Story writing
10	Unit 5, part 2 <b>Let's act it out!</b>	Previously learned vocabulary	Reading and listening to the created pass-it-on stories.	Acting out the created stories	Creating scripts, acting them out	Script writing / Acting out
11	Unit 6, part 1 <b>Let's have a debate!</b>	Justifying opinions, persuasive speaking, agreeing / disagreeing	Listening to each other's opinions to respond appropriately	Having a debate	Filling in the gaps	Role play ( <i>Debate</i> )
12	Unit 6, part 2 <b>Let's play it!</b>	Justifying opinions, persuasive speaking, agreeing / disagreeing	Listening to each other's opinions to find the spy or guess the location	Role playing according to the assigned cards	Finding the spy / Not being found as the spy	Drama game ( <i>Spyfall</i> )
13	Unit 7, part 1 <b>Let's mime it!</b>	Pre-teaching vocabulary from the song <b>"Believer"</b> by Imagine Dragons			Matching the words to the pictures, filling in the gaps	Miming

14	Unit 7, part 2 <b>Let's sing it!</b>		Reading and listening to the song " <b>Believer</b> " by Imagine Dragons		Filling in the gaps	Singing
15	Unit 8, part 1 <b>Let's guess the stories!</b>		Watching a video about what freeze frames are and how they work		Finding freeze frames for the chosen stories / Guessing the story from the freeze frames	Story telling / Pantomime
16	Unit 8, part 2 <b>Let's mime it!</b>		Watching each other make freeze frames to guess the stories	Role playing with the help of freeze frames and pantomime	Making three freeze frames for a story / Guessing the story	Freeze frames/ Pantomime
17	Unit 9, part 1 <b>Let's improvise!</b>	Revision of previously learned vocabulary	Watching a video of Alphabet Improv in action	Improvising dialogues in pairs/ groups	Making impromptu dialogues	Improv ( <i>Alphabet improv</i> )
18	Unit 9, part 2 <b>Let's write it!</b>	Previously learned vocabulary and grammar	Listening to their Improv recordings to write stories based on them	Role playing the script	Writing stories based on their recordings	Story writing
19	Unit 10, part 1 <b>Let's review it all!</b>	Course language review (Learning stations)	Listening to each other's speaking	Taking roles in role playing, debating, and improvisation activities	Taking part in at least three activities	Improv / Role plays / Riddles / Debates
20	Unit 10, part 2 <b>Let's review it all!</b>	Course language review	Reading the chosen words to guess the words		Guessing the words	Drama game ( <i>Funflash</i> )

## Appendix C

**Lesson Plan 1****Unit 1, part 1*****Let's create a story!****Drama activity: Story creation / Script writing*

Lesson	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
1	Unit 1, part 1 <b><i>Let's create a story!</i></b>	Language students know		Role playing the script	Script writing	Story creation

**Lesson Aim:** Encourage student creativity, boost students' confidence in using English**Learning Objectives:*****By the end of the class, students will be able to (SWBAT):***

LO1	• describe people and their surroundings using descriptive adjectives,
LO2	• use target language to create a story,
LO3	• create a dialogue using correct sentence structure.

**Materials:** Online materials, uploaded/printed pictures, QR code for the pictures if not printed

**Target language:** *descriptive adjectives* – the weather (misty, cloudy, rainy, freezing, etc.),

people (sociable, kind, introvert, extrovert, etc.), surroundings (creepy, empty, crowded, gray, dull, etc.)

### Instructions:

<b>Duration</b>	<b>Task</b>	<b>Materials</b>	<b>Task type</b>	<b>Resources</b>
10 min	<ul style="list-style-type: none"> <li>○ Put the Ss in pairs and tell them to discuss the questions</li> <li>○ Tell Ss they are going to create a story using screenshots from a film</li> <li>○ Show the QR code for the students to scan to open a URL with screenshots of a film</li> </ul>	<p>Handout with discussion questions</p> <p>QR code and/or link Uploaded or printed out pictures</p>	<i>Whole class T-Ss</i>	<p><i>Unit Resource A</i></p> <p><i>Unit Resource B</i></p>
15 min	<ul style="list-style-type: none"> <li>○ Give Ss 10 minutes to create stories in pairs</li> <li>○ Ask Ss to share the story with another pair</li> </ul>		<i>Pair work S-S</i>	
10 min	<ul style="list-style-type: none"> <li>○ Instruct Ss to choose one of the film genres and write a script for their story. It should be a 1–2-minute-long dialogue between the man and the police car</li> </ul>	Table of genres to choose from	<i>Pair work S-S</i>	<i>Unit Resource C</i>
10 min	<ul style="list-style-type: none"> <li>○ Tell Ss to act out their drama scripts with their peers</li> </ul>		<i>Whole class</i>	

## **Unit Resources**

### **A. Discussion questions**

- a. What do you think about the 2020s? What would you like to change?
- b. How do you imagine the world in 20-30 years? What major changes do you think there will be?
- c. What kind of world wouldn't you like to live in? Try to describe it in detail.

### **B. QR code to scan**



### **C. Genres to choose from.**

humor	horror	poetry	mystery
sci-fi	history	drama	detective

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Reference

*Unit Resource B*

“The Pedestrian” - Ray Bradbury Adaptation. (2018). YouTube. Retrieved from

<https://www.youtube.com/watch?v=VNOIAH3NIMo&t=1s>.

## Lesson Plan 2

### Unit 1, part 2

#### *Let's read the story!*

*Drama activity: Story-reading*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
2	Unit 1, part 2 <i>Let's read the story!</i>	Unknown phrases from the story	Reading “ <i>The Pedestrian</i> ” by Ray Bradbury	Reading the story in roles	Reading a story	Story reading

**Prior learning related to this lesson:** During the previous lesson, the students created their stories based on the screenshots from the movie “The Pedestrian.” They then created dialogues for their stories with the literary genres they were given. The dialogues were role-played.

**Lesson Aim:** Encourage students’ independent reading, increase students’ vocabulary

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>compare the present, past, and future situations using target language,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>distinguish between the main idea and the gist of written texts,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>develop a conversation on a familiar topic using target language.</li> </ul>

**Materials:** Story handouts (parts 1 and 2), exercise handouts, discussion questions handouts

**Target language:** *graveyard, phantom, tomb, startled, entranced, stunned, fierce, ebb, save for, wander*

**Instructions:**

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Remind the Ss what the previous lesson was about</li> <li>Let them know that today they are going to read the real story they watched the film for</li> <li>Tell them the story is called “Pedestrian” and it was written by Ray Bradbury</li> </ul>		<i>Whole class T-Ss</i>	
15 min	<ul style="list-style-type: none"> <li>Give Ss only part 1 to read</li> <li>Give them 10 minutes to read silently</li> <li>Ask Ss to share their opinions about the world described in part 1</li> </ul>	Story handouts (Part 1)	<i>Individual work Whole class Ss-Ss</i>	<i>Unit Resource A</i>



5 min	<ul style="list-style-type: none"> <li>○ Distribute the exercise handouts</li> <li>○ Tell Ss to work in pairs to complete the exercise</li> <li>○ Once done, tell them to check answers with the pair next to them</li> <li>○ Give feedback</li> </ul>	Exercise handouts	<i>Pair work S-S</i>	<i>Unit Resource B</i>
10 min	<ul style="list-style-type: none"> <li>○ Give the second part to the Ss to read silently</li> <li>○ Ask for three volunteers to take the roles of the man, the police car, and the narrator, and to read the part aloud</li> <li>○ Give feedback</li> </ul>	Story handouts (Part 2)	<i>Individual work Whole class S-S</i>	<i>Unit Resource C</i>
5 min	<ul style="list-style-type: none"> <li>○ Let them discuss in pairs or small groups</li> <li>○ Distribute the handouts for the discussion</li> </ul>	Discussion questions handout	<i>Pair/Group work S-S</i>	<i>Unit Resource D</i>
5 min	<ul style="list-style-type: none"> <li>○ To wrap up, say definitions of the new words for the Ss to name the word</li> </ul>		<i>Whole class T-Ss</i>	

## Unit Resources

### A. The story, part 1

#### **“The Pedestrian” by Ray Bradbury**

*(adapted)*

1

**When:** *Eight o'clock of a misty evening in November, A.D. 2053*

**Where:** *The street*

**Who:** *Mr. Leonard Mead*

Sometimes he would walk for hours and miles and return only at midnight to his house. And on his way, he would see the cottages and homes with their dark windows, and it was equal to walking through a graveyard. Sudden gray phantoms seemed to show inside room walls, or there were whisperings and murmurs where a window in a tomb-like building was still open.

Mr. Leonard Mead would pause, cock his head, listen, look, and march on, his feet making no noise. For long ago he had wisely changed to sneakers when strolling at night, because the dogs would start barking if he wore hard heels, and lights might click on and faces appear and an entire street be **startled** by the passing of a lone figure, himself, in the early November evening.

On this particular evening he began his journey toward the hidden sea. The street was silent and long and empty. In ten years of walking by night or day, for thousands of miles, he had never met another person walking, not once in all that time.

"Hello, in there," he whispered to every house on every side as he moved. "What's up tonight on Channel 4, Channel 7, Channel 9? Where are the cowboys rushing?"

He came to a cloverleaf intersection which stood silent where two main highways crossed the town. He turned back on a side street, circling around toward his home. He was within a block of his destination when the lone car turned a corner quite suddenly and flashed a **fierce** white cone of light upon him. He stood **entranced**, **stunned** by the illumination.

A metallic voice called to him:

"Stand still. Stay where you are! Don't move! Put your hands up! Or we'll shoot!"

The police, of course, but what a rare, incredible thing; in a city of three million, there was only one police car left. Ever since a year ago, 2052, the election year, the force had been cut down from three cars to one. Crime was **ebbing**; there was no need for the police, **save for** this one lone car **wandering** the empty streets.

**B. Exercise – Guess the **highlighted** words from the context. Match them to the definitions below:**

- a. \_\_\_\_\_ (*noun*) a grave
- b. \_\_\_\_\_ (*adj*) shocked
- c. \_\_\_\_\_ (*v*) walk aimlessly
- d. \_\_\_\_\_ (*adj*) filled with wonder and delight; charmed
- e. \_\_\_\_\_ (*noun*) a ghost
- f. \_\_\_\_\_ (*idm*) not including; except for
- g. \_\_\_\_\_ (*noun*) a place where people are buried

**h.** \_\_\_\_\_ (*adj*) astonished; unable to react

**i.** \_\_\_\_\_ (*adj*) strong and powerful; violent

**j.** \_\_\_\_\_ (*v*) gradually decrease

<b>Answers:</b>		
<b>a.</b> tomb	<b>e.</b> phantom	<b>h.</b> stunned
<b>b.</b> startled	<b>f.</b> save for	<b>i.</b> fierce
<b>c.</b> wander	<b>g.</b> graveyard	<b>j.</b> ebb
<b>d.</b> entranced		

### **C. The story, part 2**

#### **2**

"Your name?" said the police car in a metallic whisper. He couldn't see the men in it for the bright light.

"Leonard Mead," he said.

"Business or profession?"

"I guess you'd call me a writer."

"No profession," said the police car.

"You might say that, " said Mr. Mead. He hadn't written in years. Magazines and books didn't sell any more. Everything went on in the tomblike houses at night now, he thought. The tombs, ill-lit by television light, where the people sat like the dead, the gray or multicolored lights touching their faces.

"No profession," said the phonograph voice. "What are you doing out?"

"Just walking," he said simply, but his face felt cold.

"Walking where? For what?"

"Walking for air. Walking to see."

"Your address!"

"Eleven South Saint James Street."

"And there is air in your house, you have an air conditioner, Mr. Mead?"

"Yes."

"And you have a viewing screen in your house to see with?"

"No."

"No? Are you married, Mr. Mead?"

"No."

"Not married," said the police voice behind the fiery beam.

"Nobody wanted me," said Leonard Mead with a smile.

"Don't speak unless you're spoken to! Just walking, Mr. Mead?"

"Yes."

"But you haven't explained for what purpose."

"I explained; for air, and to see, and just to walk."

"Have you done this often?"

"Every night for years."

The back door of the police car sprang wide. "Get in."

"Wait a minute, I haven't done anything!"

"Get in."

He walked like a man suddenly drunk. As he passed the front window of the car, he looked in. As he had expected, there was no one in the front seat, no one in the car at all.

"Get in."

He put his hand to the door and peered into the back seat, which was a little cell, a little black jail with bars. It smelled of antiseptic; it smelled too clean and hard and metallic. There was nothing soft there.

"Now if you had a wife to give you an alibi," said the iron voice. "But-"

"Where are you taking me?"

"To the Psychiatric Center for Research on Regressive Tendencies."

He got in. They passed one house on one street a moment later, one house in an entire city of houses that were dark, but this one particular house had all of its electric lights brightly lit, every window a loud yellow illumination, square and warm in the cool darkness.

"That's my house," said Leonard Mead.

No one answered him.

The car moved down the empty streets and off away, leaving the empty streets with the empty sidewalks, and no sound and no motion all the rest of the chill November night.

#### D. Discussion questions

- a. What do you think might have happened in the world?
- b. Why did the police take him away?
- c. Do you think he will ever go back home?
- d. Would you obey the rules if you had to live in such a world?
- e. What would you do to change it?

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## Lesson Plan 3

### Unit 2, part 1

#### *Let's sing it!*

*Drama activity: Singing*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
3	Unit 2, part 1 <i>Let's sing it!</i>	Unknown phrases from the song	Listening to the song " <i>Human</i> " by Rag'n'Bone Man		Filling in the gaps	Singing

**Lesson Aim:** Increase students' vocabulary, enhance fluency of the target language through songs

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>identify target language in different contexts,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>articulate familiar texts clearly,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>use target language in discussions on familiar topics.</li> </ul>

**Materials:** Song handouts, exercises handouts, a marker

**Target language:** *foolish, blind, prove, blame, solve, opinion, forgiveness, prophet, be out of luck, put the blame on, be deceived in, take a look in the mirror, all it takes, see through*

### Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Tell Ss they will do a song activity during the lesson after they do some vocabulary work</li> </ul>		Whole class T-Ss	
5 min	<ul style="list-style-type: none"> <li>Tell the students they are going to hear definitions and guess what word is being described.</li> <li>Elicit the words in bold, so that they have no difficulty with the meanings when listening to the song.</li> <li>Write down the words on the board. The words to be elicited are <b>rag and bone man, foolish, blind, prove, blame, solve, opinion, forgiveness, prophet.</b></li> <li>Make sure they understand all the words before moving on to the next step.</li> </ul>	Whiteboard Marker  <u>Alternative</u> Cut out words to show and/or stick to the board	Whole class T-Ss	Unit Resource A



10 min	<ul style="list-style-type: none"> <li>○ Tell the Ss they are going to listen to a song and fill in the blanks.</li> <li>○ The missing phrases are <i>see through, put the</i> (blame) <i>on, take a look in, are</i> (you) <i>deceived in, all it takes</i>.</li> <li>○ Play the recording once from the beginning to the end, and then part by part adding the words on the board</li> <li>○ Do not yet tell them the definitions, just let them know they will have an exercise to check or find out the meanings.</li> </ul>	<p>Song handouts Whiteboard Marker</p> <p>Song Recording: <a href="https://tinyurl.com/422cb3xh">https://tinyurl.com/422cb3xh</a></p>		<i>Unit Resource B</i>
5 min	<ul style="list-style-type: none"> <li>○ Give Ss Exercise 3 handouts and explain that they should work alone and match the expressions on the left to the expressions on the right</li> <li>○ When they are done, tell them to check the results with their peers</li> <li>○ Nominate random, preferably silent students, to read the results one by one</li> </ul>	Exercise 3 handouts		<i>Unit Resource C</i>
5 min	<ul style="list-style-type: none"> <li>○ Show Ss Exercise 4 and explain that they will have about two minutes to work alone and put the correct forms of the given expressions in the correct places.</li> <li>○ Distribute the handouts</li> <li>○ When the time is up, tell them to check the results with their peers.</li> <li>○ Nominate random students to read the sentences one by one</li> </ul>	Exercise 4 handouts		<i>Unit Resource D</i>
5 min	<ul style="list-style-type: none"> <li>○ Tell the students they are going to listen to the song again and sing along</li> <li>○ You can ask certain parts to be sung by only a group of students, and certain parts by the whole class. Students can also sing standing or walking around the classroom holding their handouts</li> </ul>	Song handouts		<i>Unit Resource B</i>

10 min	<ul style="list-style-type: none"> <li>○ Tell the Ss they are going to work in pairs and discuss some questions</li> <li>○ Distribute the handouts with discussion questions</li> <li>○ Ask a couple of them to share with the whole class when they are done.</li> <li>○ Give feedback</li> </ul>	Discussion questions handouts		<i>Unit Resource E</i>
5 min	<ul style="list-style-type: none"> <li>○ Revise the new vocabulary with the students. It can be done in many different ways, depending on the time remaining</li> </ul>			

## **Unit Resources**

### **A. Possible definitions of words to elicit**

- a. What is another word for 'silly'? – ***foolish***
- b. When you cannot see, you are ... – ***blind***
- c. What do you need to do to show you are not guilty? – ***prove***
- d. You do it when you say someone is guilty. – ***blame***
- e. What do you try to do with a problem when you have one? – ***solve***
- f. When you want to know what others think, you ask their... – ***opinion***
- g. When you do something wrong and want to say sorry, you ask for ... – ***forgiveness***

### **B. The song (<https://tinyurl.com/422cb3xh>)**

**Rag'n'Bone Man**  
***Human***

Maybe I'm **foolish**,  
 Maybe I'm **blind**,  
 Thinking I can \_\_\_\_\_ <sup>1</sup> this  
 And see what's behind.  
 Got no way to **prove** it,  
 So maybe I'm lying.  
 But I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ your **blame** \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 \_\_\_\_\_ <sup>3</sup> the mirror,  
 What do you see?  
 Do you see it clearer?  
 Or \_\_\_\_\_ you \_\_\_\_\_  
 \_\_\_\_\_<sup>4</sup> what you believe?  
 'Cause I'm only human after all,  
 You're only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 Some people got the real problems,  
 Some people out of luck,  
 Some people think I can **solve** them,  
 Lord heavens above!  
 I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't ask my **opinion**,  
 Don't ask me to lie,  
 Then beg for **forgiveness**  
 For making you cry,  
 For making you cry.

'Cause I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Oh, some people got the real  
 problems,  
 Some people out of luck,  
 Some people think I can solve them,  
 Lord heavens above!  
 I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 I'm only human,  
 I make mistakes,  
 I'm only human,  
 That's \_\_\_\_\_ \_\_\_\_\_<sup>5</sup>  
 To \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 'Cause I'm no **prophet** or Messiah,  
 You should go looking somewhere  
 higher.  
 I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 I'm only human,  
 I do what I can,  
 I'm just a man,  
 I do what I can,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.

<b>Answers:</b>		
1. go through 2. put ... on	3. take a look in 4. are ... deceived in	5. all it takes

### C. Matching exercise

- |                              |                          |                             |
|------------------------------|--------------------------|-----------------------------|
| a. be out of luck            | <input type="checkbox"/> | 1. detect the true nature   |
| b. all it takes              | <input type="checkbox"/> | 2. reproach, criticize      |
| c. take a look in the mirror | <input type="checkbox"/> | 3. be unsuccessful          |
| d. put the blame on smb      | <input type="checkbox"/> | 4. be tricked, be mislead   |
| e. see through sth           | <input type="checkbox"/> | 5. what is required, needed |
| f. be deceived in sth        | <input type="checkbox"/> | 6. see who you really are   |

<i>Answers:</i>		
a. 3	c. 6	e. 1
b. 5	d. 2	f. 4

### D. Complete the sentences

be out of luck	put the blame on	be deceived in
take a look in the mirror	all it takes	see through

- Don't you dare fool me! I can \_\_\_\_\_ your lies!
- The little girl \_\_\_\_\_ for breaking the glass \_\_\_\_\_ her little sibling.
- Hey, they have no noodles left. Guess you \_\_\_\_\_.
- Before you judge anyone, just \_\_\_\_\_.
- Having patience, determination, and willpower are sometimes \_\_\_\_\_ to reach your goals.
- You will \_\_\_\_\_ what you know once you start looking at things from different perspectives.

<i>Answers:</i>		
1. see through	3. are out of luck	5. all it takes
2. put the blame ... on	4. take a look in the mirror	6. be deceived in

**E. Discussion questions**

- a. What is the singer's message?
- b. Do you agree with him? Why? / Why not?
- c. Have you ever asked anyone for help? How did it go?
- d. Has anyone ever asked you for help? Did you manage to help them?

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**Reference****Unit Resource B**

Rag'n'Bone Man - Human (Official Video). (n.d.). Retrieved from

<https://www.youtube.com/watch?v=L3wKzyIN1yk>.

## Lesson Plan 4

### Unit 2, part 2

#### *Let's talk!*

*Drama activity: Improv*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
4	Unit 2, part 2 <i>Let's talk!</i>	Revision of previously learned vocabulary	Listening to each other	Improvising dialogues using target vocab and other random words	Role-playing	Improv

**Prior learning related to this lesson:** During the previous lesson, the students listened to and sang the song “Human” by Rag’n’Bone Man and completed exercises.

**Lesson Aim:** Encourage previously learned vocabulary, boost students’ creative thinking

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>recognize the language they learned previously,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>distinguish between different phrasal verbs and idioms,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>formulate a conversation using previously learned vocabulary.</li> </ul>

**Materials:** Cut-outs of expressions for the revision game, word packs for each pair to use in the improv activity.

**Target language:** Revision of previously learned language – *foolish, blind, prove, blame, solve, opinion, forgiveness, prophet, be out of luck, put the blame on, be deceived in, take a look in the mirror, all it takes, see through*

**Instructions:**

Duration	Task	Materials	Task type	Resources
10 min	<ul style="list-style-type: none"> <li>○ Tell the students they are going to do a drama activity called improvisation (Improv)</li> <li>○ First, ask whether they know what Improv is</li> <li>○ Explain if there is a need</li> </ul>		<i>Whole class T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Do a vocabulary review activity with the students. The words to be reviewed are <b>graveyard, phantom, tomb, be startled, entranced, stunned, fierce, ebb, save for, wander, foolish, blind, prove, blame, solve, opinion, forgiveness, prophet, be out of luck, put the blame on, be deceived in, take a look in the mirror, all it takes, see through</b></li> <li>○ The review can be done in different ways</li> </ul>	Cut outs of revision words	<i>Whole class T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ After the revision, tell the students they are going to work in pairs and create impromptu dialogues with the given words, one at a time. They will use a new word each time the teacher claps</li> <li>○ Give them the handouts with an example Improv dialogue</li> <li>○ Ask volunteers to read the dialogue aloud</li> </ul>	Improv dialogue example handouts	<i>Pair work S-S</i>	<i>Unit Resource A</i>



15 min	<ul style="list-style-type: none"><li>○ Give each pair a pack of word cards which should be placed on the desk face down</li><li>○ Tell them to start speaking about any topic they want by choosing one of the words</li><li>○ Clap every 20 seconds so that they can choose a new word and add it to their conversation</li><li>○ Ask 2-3 volunteers to improvise in front of the class</li></ul>	Word cards (printed out or handwritten)		
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## Unit Resources

### A. Example dialogue

**A:** You know, I went to the airport to meet an old friend of mine. (clap - tomato) He had a box of **tomatoes** with him.

**B:** Really? Why? What is he going to do with all those tomatoes?

**A:** I have no idea. He says it's a secret, and that I will know it when the time comes.

**B:** I think it's crazy. (clap - children) What do his **children** think about that?

**A:** Well, he doesn't have any. But I don't think they would like it. Children usually like to get toys or sweets, and not tomatoes.

**B:** Yup, you're right. So, are you going to meet him again?

**A:** Yes, next week. (clap - graveyard) He asked me to take him to the **graveyard** of his great-great grandparents.

**B:** OMG! I hope he's not going to do something with the tomatoes there!

..... (etc.)

## Lesson Plan 5

### Unit 3, part 1

#### *Let's read it!*

*Drama activity: Poem*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
5	Unit 3, part 1 <i>Let's read it!</i>	Unknown words from the poem	Listening to the poem " <i>The Road Not Taken</i> " by Robert Frost		Matching the words to their synonyms	Poem reading

**Lesson Aim:** Enhance students' reading skills and speaking fluency through synchronized reading

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>identify meaning of expressions from the context,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>articulate familiar texts clearly,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>use target language in discussions on familiar topics.</li> </ul>

**Materials:** Poem handouts, word search exercise handouts, poem recording

**Target language:** *diverged, bent, undergrowth, as just as fair, claim, want wear, trodden, doubt, hence, wood*

## Instructions:

Duration	Task	Materials	Task type	Resources
10 min	<ul style="list-style-type: none"> <li>○ Tell Ss they are going to read a poem today</li> <li>○ Discuss who likes poems and why</li> <li>○ Ask Ss to share any poems they remember</li> </ul>		Whole class T-Ss	
5 min	<ul style="list-style-type: none"> <li>○ Tell Ss they are going to read</li> <li>○ Give Ss the handouts for the poem</li> <li>○ Play the recording for the Ss to listen</li> </ul>	Poem handouts  Recording: <a href="https://tinyurl.com/ydh4m9ue">https://tinyurl.com/ydh4m9ue</a>	Whole class	Unit Resource A
15 min	<ul style="list-style-type: none"> <li>○ Distribute the word search exercise handouts</li> <li>○ Tell Ss to work in pairs and find the words in the poem</li> <li>○ Give Ss a minute to compare their answers with another pair</li> <li>○ Check with the whole class</li> <li>○ Give feedback</li> </ul>	Word search exercise handouts	Pair work Whole class S-S / T-Ss	Unit Resource B
5 min	<ul style="list-style-type: none"> <li>○ Tell Ss to read the poem together in unison</li> </ul>	Poem handouts	Whole class	Unit Resource A
10 min	<ul style="list-style-type: none"> <li>○ Play a game to revise vocabulary</li> </ul>		Whole class	

## Unit Resources

### A. The poem

## The Road Not Taken

BY ROBERT FROST

Two roads **diverged** in a yellow wood,  
 And sorry I could not travel both  
 And be one traveler, long I stood  
 And looked down one as far as I could  
 To where it **bent** in the **undergrowth**;

Then took the other, **as just as fair**,  
 And having perhaps the better **claim**,  
 Because it was grassy and **wanted wear**;  
 Though as for that the passing there  
 Had worn them really about the same,

And both that morning equally lay  
 In leaves no step had **trodden** black.  
 Oh, I kept the first for another day!  
 Yet knowing how way leads on to way,  
 I **doubted** if I should ever come back.

I shall be telling this with a sigh  
 Somewhere ages and ages **hence**:  
 Two roads diverged in a **wood**, and I—  
 I took the one less traveled by,  
 And that has made all the difference.

### B. Word search

- a. curved \_\_\_\_\_
- b. forest \_\_\_\_\_
- c. needed to be used \_\_\_\_\_
- d. in the future \_\_\_\_\_
- e. demand \_\_\_\_\_

- f. separated \_\_\_\_\_
- g. the same \_\_\_\_\_
- h. walked on \_\_\_\_\_
- i. greenery \_\_\_\_\_
- j. was uncertain \_\_\_\_\_

<i>Answers:</i>		
a. bent	e. claim	h. trodden
b. wood	f. diverged	i. undergrowth
c. wanted wear	g. as just as fair	j. doubted
d. hence		

**C. Discussion questions**

- a. What do the two roads symbolize?
- b. What is the writer's message to us?
- c. Have you ever had to make a difficult decision? How did it end?
- d. Do you usually ask for advice when you need to make difficult decisions?

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**Reference****Unit Resource A**

The Road Not Taken - Robert Frost (Powerful Life Poetry). (n.d.). Retrieved from <https://www.youtube.com/watch?v=vrBHd41YqTc&t=4s>.

## Lesson Plan 6

### Unit 3, part 2

#### *Let's write it!*

*Drama activity: Story writing*

Lesson	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
6	Unit 3, part 1 <i>Let's write it!</i>	Previously learned vocabulary	Listening to each other's answers	Questioning each other in pairs	Writing a story	Story writing

**Prior learning related to this lesson:** During the previous lesson, the students read the poem “The Road not Taken” by Robert Frost, completed a word search exercise, and had a discussion on the topic.

**Lesson Aim:** Enhance students’ communication skills through Q&As, encourage free writing skills using certain information

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>question their interlocutors using the language they learned previously,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>design short stories using target language,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>use target language in discussions on familiar topics.</li> </ul>

**Materials:** Questions handouts, pieces of paper to write the story

**Target language:** Expressions from the previous lesson – *foolish, blind, prove, blame, solve, opinion, forgiveness, prophet, be out of luck, put the blame on, be deceived in, take a look in the mirror, all it takes, see through*

## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Tell Ss they are going to continue the theme of the poem they read in the previous lesson</li> <li>Ask them what they remember about the poem, what it was about</li> </ul>		<i>Whole class</i> T-Ss	
10 min	<ul style="list-style-type: none"> <li>Tell Ss they are going to ask the given questions to another student and take notes of their answers</li> </ul>	Questions handouts	<i>Pair work</i> S-S	<i>Unit Resource A</i>
15 min	<ul style="list-style-type: none"> <li>Instruct Ss to take their notes and use all the information they have gathered to write a story for their pair</li> </ul>	Questions handouts  Pieces of paper to write the story		
5 min	<ul style="list-style-type: none"> <li>Collect the stories from the Ss and tell them they will have detailed feedback</li> </ul>			
10 min	<ul style="list-style-type: none"> <li><b>Word game</b></li> </ul>			



## Unit Resources

### A. Questions

<i>Question</i>	<i>Notes</i>
<b>a.</b> Have you ever had to choose between two or more things? What was it?	
<b>b.</b> Did you ask for anybody's help?	
<b>c.</b> What did you decide/choose at the end? Why?	
<b>d.</b> Did you regret your decision later? What would you do differently?	
<b>e.</b> What advice would you give to others in the same situation?	

## Lesson Plan 7

### Unit 4, part 1

#### *Let's read stories!*

*Drama activity: Story reading*

Lessons	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
7	Unit 4, part 1 <i>Let's read stories!</i>	Unknown words from the stories	Jigsaw reading " <i>Ruthless</i> " by William de Mille / " <i>Gaston</i> " by William Saroyan / " <i>Two Friends</i> " by Guy de Maupassant / " <i>The Aged Mother</i> " by Matsuo Basho		Creating poster stories	Story reading

**Lesson Aim:** Encourage independent learning through silent reading, as well as cooperative learning through a small group work

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>determine meaning of vocabulary from the context,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>depict familiar stories through drawings or text,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>develop their metacognitive skills.</li> </ul>

**Materials:** Example poster story, the four stories, big size (A3) paper for story depiction, colorful markers

**Target language:** *Story 1* – bug, crawl, creature, flawed, holler, seed, skin, squash

*Story 2* – ammunition, begrudge, cork, dazed, dissolve, furious, grimly, porch, ruthless, tread

*Story 3* – abandon, abolish, despotic, hasten, snap, sorrow, steep, twig, wit

*Story 4* – ardent, chum, draper, for the nonce, grant, idler, massacre, pillage, ruin, starve, stout

## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>○ Inform Ss they are going to read four different stories today</li> <li>○ Tell them the names of the stories and see if anyone has read any of them</li> </ul>		<i>Whole class T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Distribute the stories so that there are equal or close numbers of readers for each story</li> <li>○ Give Ss time to silently read their stories individually</li> </ul>		<i>Individual work</i>	<i>Unit Resource A Unit Resource B Unit Resource C Unit Resource D</i>
25 min	<ul style="list-style-type: none"> <li>○ Divide Ss into four groups so that each of them is in the group of those having read the same story</li> <li>○ Explain that they will have to create poster stories. They can draw and/or add some text to depict the story they have read</li> <li>○ Show them the example poster stories</li> <li>○ Give each group a poster to start working</li> </ul>	<p>Example story posters</p> <p>Posters for story depiction</p> <p>Markers</p>	<i>Group work S-S</i>	<i>Unit Resource E</i>
5 min	<ul style="list-style-type: none"> <li>○ Tell Ss they are going to work on the posters next time</li> </ul>			

## Unit Resources

### A. Story 1 – “Gaston”

## Gaston

by William Saroyan

She sat across from her father. They were together again, and he was kind of funny. That morning she had seen peaches in a box outside a small store, so he had bought a kilo. Now, the peaches were on a large plate. There were seven of them, but one was **flawed**. He placed the biggest and best-looking peach on the small plate in front of the girl, and then took the flawed peach and began to remove the **skin**. When he had half the skin off the peach, he ate that side. The man looked down into the opening of the **seed**. The girl looked too. Some strange **creature** came out of the seed. The girl had never seen anything like it. The man placed the peach back on the plate. The creature moved off the peach onto the surface of the white plate.

“Who is it?” the girl said.

“Gaston.”

“Where does he live?”

“Well, he used to live in this peach seed, but now it looks as if he’s out of house and home.”

“Aren’t you going to **squash** him?”

“No, of course not, why should I?”



"Everybody **hollers** when a **bug** comes out of an apple, but you don't holler or anything."

"Of course not. How should we like it if somebody hollered every time we came out of our house?"

"Why would they?"

"Precisely. So why should we holler at Gaston?"

"He is not the same as us."

"Well, not exactly, but he's the same as a lot of other **occupants** of peach seeds. Now, the poor fellow hasn't got a home, and there he is with all that pure design and handsome form, and nowhere to go."

"Handsome?"

"Gaston is just about the handsomest of his kind I've ever seen."

The man picked up the peach, removed the peeling and ate the rest of the peach.

"Nobody else I know would do that," the girl said. "They'd throw it away."

"I can't imagine why. It's a perfect good peach." He opened the seed and placed the two sides not far from Gaston. The girl studied the open halves.

"Is that where he lives?"

"It's where he used to live. Gaston is out in the world and on his own now."

"Now what has he got?"

"Not very much, I'm afraid."

"What's he going to do?"

"What are we going to do?"

"Well, we're not going to squash him, that's one thing we're not going to do," the girl said.

"What are we going to do, then?"

"Put him back?"

"Oh, that house is finished."

"Can he live in our house at all?"

"Well, he could try, I suppose. Don't you want to eat a peach?"

"Only if it's a peach with somebody in the seed."

"Well, see if you can find a peach that has an opening at the top, because if you can, that'll be a peach in which you're likeliest to find somebody."

"They're all shut," she said.

"Well, eat one, then."

"No. I want the same kind that you ate, with somebody in the seed."

"Well, to tell you the truth, the peach I ate would be considered a bad peach, so of course stores don't like to sell them. I was sold that one by mistake, most likely. And so now Gaston is without a home, and we've got six perfect peaches to eat."

"I don't want a perfect peach. I want a peach with people."

"Well, I'll go out and see if I can find one."

"If the phone rings, what shall I say?"

"I don't think it'll ring, but if it does, say hello and see who it is."

"If it is my mother, what shall I say?"

"Tell her I've gone to get you a bad peach, and anything else you want to tell her."

"If she wants me to go back, what shall I say?"

"Say yes if you want to go back."

"Do you want me to?"

"Of course not, but the important thing is what you want, not what I want."

"Why is that the important thing?"

"Because I want you to be where you want to be."

"I want to be here."

"I'll be right back."

The telephone rang, and her mother said she was sending the chauffeur to pick her up because there was a party for somebody's daughter who was also six, and then tomorrow they would fly back to New York.

"Let me speak to your father," she said.

"He's gone to get a peach."

"One peach?"

"One with people."

"You haven't been with your father two days and already you sound like him."

"There are peaches with people in them. I know. I saw one of them come out."

"A bug?"

"Not a bug. Gaston."

"Somebody gets a peach with a bug in it and throws it away, but he makes up a lot of foolishness about it."

"It's not foolishness."

"You'll have a lot of fun at the party."

"OK."

"We'll have fun flying back to New York, too."

"OK."

"Are you glad you saw your father?"

"Of course, I am."

"Is he funny?"

"Yes."

"Is he crazy?"

"Yes. I mean, no. He just doesn't holler when he sees a bug crawling out of a peach seed or anything. He just looks at it carefully. But it is just a bug, isn't it, really?"

"That's all it is."

"And we have to squash it?"

"That's right. I can't wait to see you, darling. These two days have been like two years. Good-bye."

The girl watched Gaston on the plate, and she actually didn't like him. He didn't have a home anymore and he was silly and wrong and ridiculous and useless. Her father had to buy two kilos of peaches to find two flawed ones. When he came back, his daughter was in her room, in her best dress.

"My mother is sending the chauffeur for me because there's another birthday party."

"Will the chauffeur bring you back?"

"No. We're flying back to New York tomorrow."

"Oh."

"I liked being in your house."

"I liked having you here."

"Why do you live here?"

"This is my home."

"It's nice, but it's a lot different from our home."

"Yes, I suppose it is."

"It's kind of like Gaston's house."

"Where is Gaston?"

"I squashed him."

"Really? Why?"



"Everybody squashes bugs and worms."

"Oh. Well. I found you a peach."

"I don't want a peach anymore."

"OK."

The chauffeur arrived. He went down with them, and in the street, he was about to hug the girl when he decided he had better not. They shook hands instead, as if they were strangers. He watched the huge car drive off, and then he went around the corner where he took his coffee every morning, feeling a little, he thought, like Gaston on the white plate.

### **Glossary**

<b>bug</b>	a small insect
<b>crawl</b>	move slowly with hands and knees on the ground
<b>creature</b>	an animal
<b>flawed</b>	bad, not perfect
<b>holler</b>	give a loud shout or cry
<b>seed</b>	the hard thing(s) inside fruits
<b>skin</b>	the peel or outer layer
<b>squash</b>	crush or squeeze

## B. Story 2 – “Ruthless”

### Ruthless

by *William de Mille*

Outside, the autumn air was full of the sharp, exciting smell of moist, leaf-covered earth. Inside, a man smiled grimly as he turned from the bathroom cabinet, entered the primitive living room of his mountain camp, and crossed to a closet set in the pine wall. It was his special closet with a spring lock, and in it he kept guns, ammunition, fishing rods and liquor. Judson Webb loved his personal possessions and became furious if they were touched by any hand but his own.

The closet door stood open as he had been packing his things away for the winter. As he looked at the shelf on which the liquor stood, his smile was not attractive. All the bottles were unopened, except one quart of Bourbon which was less than half full, a whiskey glass by itself. As he took it from the shelf, his wife, Mabel, spoke from the next bedroom.

“Everything is packed, Judson. Hasn’t Alec come to turn the water off and get the keys?”

Alec lived nearby and acted as a caretaker for the city folks when they were away.

“He’s down at the lake taking the boats out of the water. He said he’d be back in half an hour.”

Mabel entered the room carrying her suitcase. She paused as she saw the bottle in her husband’s hand.

"Judson! You're not taking a drink at ten o'clock in the morning, are you?"

"You're wrong, my dear," he chuckled, "I'm not taking anything out of this bottle; I'm only putting something into it. Whoever broke into my closet last winter and stole my liquor will probably try it again once we are out of here," he went on, "only this time he'll wish he hadn't."

She caught her breath as he dropped two tiny white tablets into the bottle one by one and held it up to watch them **dissolve**.

"What are they?" she asked, "something to make him sick?"

"And how!" He seemed fascinated as he saw the Bourbon changing into a deadly drink. "Once it's down, it's the end." He **corked** the bottle and set it back on the shelf alongside the little whiskey glass. "Now, Mr. Thief, when you break in, have a good drink; I won't **begrudge** you this one."

"Don't do it, Judson," Mabel gasped, "it's horrible - it's murder."

"The law doesn't call it murder if I shoot a thief who is entering my house by force," he said harshly. "Also, the use of rat poison is not forbidden."

"Don't do it, Judson, the law doesn't punish burglary by death; so what right have you?"

"When it comes to protecting my property, I make my own laws."

"But all they did was to steal a little liquor. They didn't do any real damage."

"A thief's a thief."

It was useless to argue - she knew. He had always been **ruthless** in business and whenever anything crossed him. She turned towards the door with a sigh.

"I'll walk down the road and say goodbye at the farmhouse," she said quietly, "you can pick me up there." She had made up her mind to tell Alec's wife. Someone had to know.

"Okay, my dear," he smiled, "and don't worry about your poor little burglar. No one is going to get hurt who hasn't got it coming to him."

As she went down the path, he started to close the closet door, but then remembered his hunting boots which were outside on the porch. So, he went to fetch them to lock them in the closet. Alec was coming up from the lake and waved to him from a distance.

A chipmunk, hearing Judson's heavy tread, left the acorn in its hands and disappeared. When reaching for his boots, Judson stepped upon that acorn. His foot slid from under him, and his head struck the massive table as he fell. Several minutes later, he began to regain his senses. Alec's strong arm was supporting his head as he lay on the porch, and a kindly voice:

"It wasn't much of a fall, Mr. Webb. You were just knocked out for a minute. Here, take this. It'll pull you together."

A small whiskey glass was pressed to Judson's lips. Dazed and half-conscious he drank.

### Glossary

<b>ammunition</b>	a supply of bullets and shells
<b>begrudge</b>	envy
<b>cork</b>	close a bottle with a cork
<b>dazed</b>	unable to think or react properly
<b>dissolve</b>	break down, melt in liquid
<b>furious</b>	extremely angry
<b>grimly</b>	in a very serious and depressing way
<b>porch</b>	a covered space in front of the entrance of a house
<b>ruthless</b>	having or showing no pity or compassion for others
<b>tread</b>	step



### C. Story 3 – “The Aged Mother”

## The Aged Mother

by *Matsuo Basho*

Long, long ago there lived at the foot of the mountain a poor farmer and his aged, widowed mother. They owned a bit of land which gave them food, and they were humble, peaceful, and happy.

Shining was governed by a **despotic** leader who did not like anyone that was weak and unhealthy. For this, the entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of **abandoning** old people to die was common. The poor farmer loved his aged mother, and the order filled his heart with **sorrow**. But no one could disobey the mandate of the governor, so the youth prepared for what at that time was considered the kindest mode of death.

Just at sundown, when his day's work was ended, he lifted his helpless old

mother to his back and started on his painful journey up the mountain. The road was long and **steep**; in some place, they got lost and confused. But on he went, climbing blindly upward towards the high bare summit of what is known as



Obatsuyama, the mountain of the "abandoning of the aged."

The old mother thought that her son did not know the mountain's many paths and his return might be one of danger, so she **snapped** the **twigs** from brushes as they passed and quietly dropped a handful every few steps of the way. At last, the summit was reached. With tearful eyes and an aching heart, he said farewell.

"The mountain road is full of dangers, my son," the mother said. "LOOK carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path."

The son's surprised eyes looked back over the path, then at her poor old, scratched hands, and his heart broke within and bowing to the ground, he cried aloud:

"Oh, Honorable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!"

Once more he shouldered her (how light it seemed now) and **hastened** down the path to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything she needed, continually watching and fearing she would be discovered.

Time passed, and he was beginning to feel safe when again the governor ordered something unreasonable, seemingly as a boast of his power. He demanded a rope of ashes.

The entire province trembled with dread. The order must be obeyed, but who in all Shining could make a rope of ashes? One night, the son whispered the news to his hidden mother.

"Wait!" she said. "I will think. I will think."

On the second day she told him what to do.

"Make a rope of twisted straw," she said. "Then stretch it upon a row of flat stones and burn it on a windless night."

He called the people together and did as she said and when the blaze died down, there upon the stones, with every twist and fiber showing perfectly, lay a rope of ashes.

The governor was pleased at the **wit** of the youth and praised greatly, but he demanded to know where he had obtained his wisdom.

The farmer had to tell his story. The governor listened and then meditated in silence. Finally, he lifted his head.

"Shining needs more than strength of youth," he said gravely. "Ah, that I should have forgotten the well-known saying, *with the crown of snow, there cometh wisdom!*"

That very hour the cruel law was **abolished**, and now only legends remain from the custom.

### **Glossary**

<b>abandon</b>	leave, not support
<b>abolish</b>	put an end to something
<b>despotic</b>	tyrannical, dictatorial
<b>hasten</b>	move hurriedly
<b>snap</b>	break
<b>sorrow</b>	great sadness
<b>steep</b>	rising or falling sharply
<b>twig</b>	a small branch of a tree
<b>wit</b>	intelligence



#### D. Story 4 – “Two Friends”

### Two Friends

by *Guy de Maupassant*

As Monsieur Morissot, watchmaker by profession and **idler for the nonce**, was strolling along the boulevard one bright January morning, his hands in his trousers pockets and stomach empty, he suddenly came face to face with an acquaintance - Monsieur Sauvage, a fishing **chum**. Before the war broke out, Morissot had been in the habit, every Sunday morning, of setting forth with a bamboo rod in his hand and a tin box on his back. Every Sunday he met Monsieur Sauvage, a **stout**, little man, a **draper** in the Rue Notre Dame de Lorette, and also an **ardent** fisherman. They often spent half the day fishing side by side. Some days they did not speak; at other times they chatted; but they understood each other perfectly without the aid of words, having similar tastes and feelings.

As soon as they recognized each other they shook hands cordially, affected at the thought of meeting under such changed circumstances.

"These are sad times!" said Monsieur Sauvage.

"And to think of the fishing!" said Morissot. "What good times we used to have!"

"When shall we be able to fish again?" asked Monsieur Sauvage.



They entered a small cafe and took some drink together. They were quite **unsteady** when they came out, because of the effect of the alcohol on their empty stomachs. The fresh air completed the effect of the alcohol on Monsieur Sauvage. He stopped suddenly, saying:

"Suppose we go there?"

"Where?"

"Fishing."

"But where?"

"Why, to the old place. I know Colonel Dumoulin, and we shall easily get leave to pass."

Morissot trembled with desire.

"Very well. I agree."

And they separated, to bring their rods and lines. An hour later they were walking side by side. They reached the villa occupied by the colonel. He smiled at their request and **granted** it. After getting a password, they resumed their walk. Soon they found themselves on the outskirts of the small vineyards which border



the Seine. Monsieur Sauvage, pointing to the heights, murmured:

"The Prussians are up there!"

They had never seen Prussians as yet, but they had felt their presence in the neighborhood of Paris

for months past - **ruining** France, **pillaging**, **massacring**, **starving** them.

"Suppose we were to meet any of them?" said Morissot.

"We'd offer them some fish," replied Monsieur Sauvage, with that Parisian light-heartedness.

They had been fishing for some time already, when they suddenly heard footsteps behind them, and, turning round, they saw four tall, bearded men wearing flat caps on their heads. They had rifles.

In a few seconds the two friends were seized, bound, thrown into a boat, and taken away. And behind the house they had thought deserted were German soldiers. A shaggy-looking giant addressed them in excellent French with the words:

"You must know that, in my eyes, you are two spies. Naturally, I capture you and I shoot you. You pretended to be fishing. You have fallen into my hands and must take the consequences. Such is war. But as you came here through the outposts you must have a password for your return. Tell me that password and I will let you go."

The two friends, pale as death, stood silently side by side.

"No one will ever know," continued the officer. "You will return peacefully to your homes, and the secret will disappear with you. If you refuse, it means death - instant death. Choose!"

The two fishermen remained silent. The German turned and gave an order in his own language. Then he moved his chair a little way off, that he might not be so near the prisoners, and a dozen men stepped forward, rifle in hand, and took up a position.

"Good-by, Monsieur Sauvage," Monsieur Morissot said.

"Good-by, Monsieur Morissot," replied Sauvage.

They shook hands, trembling from head to foot.

The officer cried:

"Fire!"

The twelve shots were as one. Two soldiers took Morissot by the head and the feet; two others did the same with Sauvage. The bodies fell feet into the stream.

### **Glossary**

<b>ardent</b>	very enthusiastic
<b>chum</b>	a close friend
<b>draper</b>	a person selling textile fabrics
<b>for the nonce</b>	for the present
<b>grant</b>	agree or allow
<b>idler</b>	a person avoiding work or spending time aimlessly
<b>massacre</b>	kill many people
<b>pillage</b>	rob a place at wartime
<b>ruin</b>	destroy
<b>starve</b>	make somebody die of hunger
<b>stout</b>	fat



**E. Example poster story**



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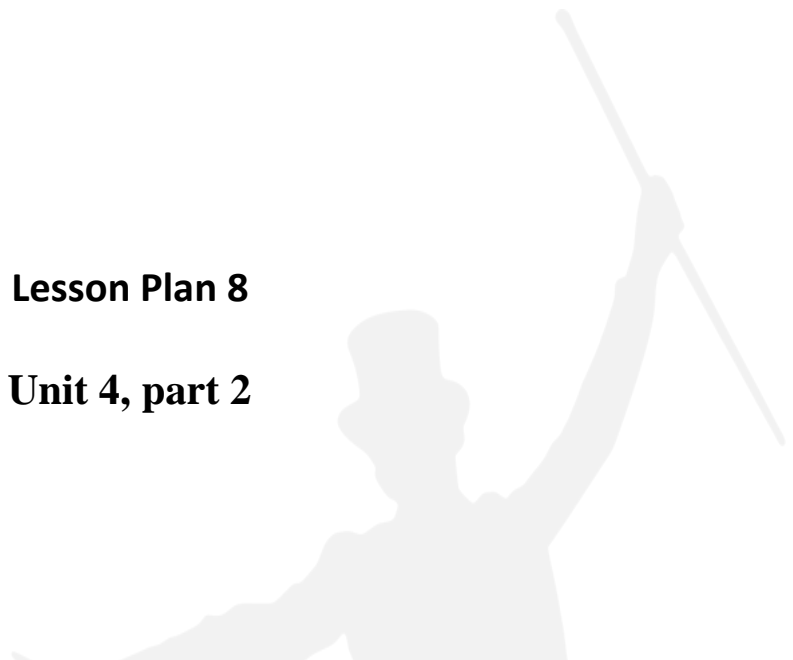
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**Lesson Plan 8**

**Unit 4, part 2**



## Let's retell the stories!

*Drama activity: Story retelling*

Less	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
8	Unit 4, part 2 <b>Let's retell the stories!</b>	Vocabulary activity as wrap-up (words from the stories) – <i>(Kahoot game)</i>	Reading and listening to each other retelling the assigned stories from the posters (jigsaw reading)	Taking the roles of a storyteller and a listener	Retelling the stories using the created poster stories	Story retelling

**Prior learning related to this lesson:** During the previous lesson, the students read four different stories in four groups and sketched their stories on posters.

**Lesson Aim:** Enhance fluent use of English, encourage communication with peers

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>experiment story retelling from posters,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>question their interlocutors for detailed information,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>use target language in discussions on familiar topics.</li> </ul>

**Materials:** Created poster stories, markers, Kahoot game prepared in advance

**Target language:** *bug, crawl, creature, flawed, holler, seed, skin, squash, ammunition,*

*begrudge, cork, dazed, dissolve, furious, grimly, porch, ruthless, tread, abandon,*

*abolish, despotic, hasten, snap, sorrow, steep, twig, wit, ardent, chum, draper, for the*

*nonce, grant, idler, massacre, pillage, ruin, starve, stout*

**Instructions:**



<b>Duration</b>	<b>Task</b>	<b>Materials</b>	<b>Task type</b>	<b>Resources</b>
5 min	<ul style="list-style-type: none"> <li>○ Remind the Ss that they worked on poster story creation the previous time</li> <li>○ Tell them they will have their posters back for five more minutes to add/change anything they want</li> </ul>		<i>Whole class</i> <i>T-Ss</i>	
5 min	<ul style="list-style-type: none"> <li>○ Divide the Ss into the same four groups as there were the previous lesson</li> <li>○ Give them back their posters to do the final touch ups</li> </ul>	Created poster stories  Markers	<i>Group work</i> <i>Ss-Ss</i>	
25 min	<ul style="list-style-type: none"> <li>○ Take the ready poster stories from the Ss and put each in a different part in the classroom, far from each other</li> <li>○ Regroup the Ss in four groups so that in each group there is at least one representative of each story</li> <li>○ There should be one group in front of each poster</li> <li>○ The student who has read the story on the poster should retell it in as much detail as possible</li> <li>○ Each group should approach all four posters and listen to all the stories</li> </ul>	Created poster stories	<i>Group work</i> <i>Ss-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Tell Ss they are going to play a game to check how much they remember from each story</li> <li>○ Go to <a href="https://www.kahoot.com">https://www.kahoot.com</a> to start the game</li> <li>○ Tell Ss to use their phones and go to the website <a href="https://www.kahoot.it">https://www.kahoot.it</a></li> <li>○ Tell them the PIN</li> <li>○ Play the game</li> <li>○ Give feedback</li> </ul>	Kahoot game prepared in advance	<i>Whole class</i> <i>T-Ss</i>	<i>Unit Resource A</i>

### **Unit Resources**



## A. Possible Kahoot questions and answers

### Do you know the stories?

1. The two friends in Guy de Maupassant's story were .....

<input type="radio"/> Prussians	<input checked="" type="radio"/> French
<input type="radio"/> German	<input type="radio"/> Russians

2. Gaston was killed at the end.

<input checked="" type="radio"/> True	<input type="radio"/> False
---------------------------------------	-----------------------------

3. What was the rich and greedy man's name in William de Mille's story "Ruthless"?

<input type="radio"/> Hudson	<input type="radio"/> Guston
<input checked="" type="radio"/> Judson	<input type="radio"/> Sauvage

4. In "The Aged Mother", what did the governor order the people to bring him?

<input type="radio"/> their old parents	<input type="radio"/> a bunch of ropes
<input checked="" type="radio"/> a rope of ashes	<input type="radio"/> Add answer 4 (optional)

5. Who is Gaston?

<input type="radio"/> the little girl's father	<input checked="" type="radio"/> a bug
<input type="radio"/> the girl's chauffeur	<input type="radio"/> someone visiting them

6. In "The Aged Mother", the son keeps his mother in the barn.

<input type="radio"/> True	<input checked="" type="radio"/> False
----------------------------	--

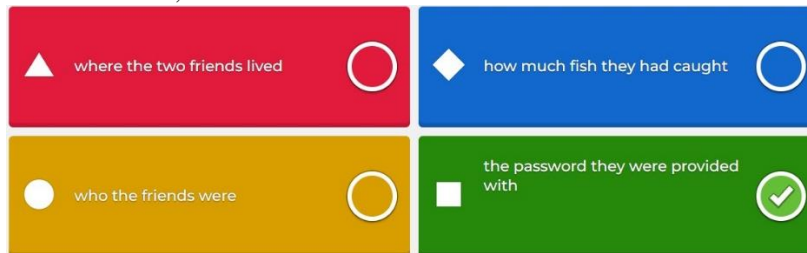
7. Who killed Judson?



8. In "Ruthless", Judson wants to catch the thief.



9. In "Two Friends", the Prussians wanted to know...



10. Which of the stories proves the proverb 'Whoever digs a pit will fall into it...?'




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## References

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*Learning games: Make learning awesome!* Kahoot! (2022, March 30). Retrieved January 23, 2022, from <http://kahoot.com/>

### Unit Resource B

*Play kahoot! - enter game pin here!* Play Kahoot! - Enter game PIN here! (n.d.). Retrieved January 25, 2022, from <https://kahoot.it/>

## Lesson Plan 9

### Unit 5, part 1

#### *Let's pass it on!*

*Drama activity: Script writing*

Lesson	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
9	Unit 5, part 1 <i>Let's pass it on!</i>	Previously learned vocabulary	Reading parts of created stories in order to continue them		Pass it on – continuing the stories	Story writing

**Lesson Aim:** Encourage creative writing, boost use of previously learned vocabulary

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>use previously learned language to write a story,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>select the language appropriately for the given context,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>write comprehensive texts.</li> </ul>

**Materials:** Example pass-it-on story, pieces of paper, story prompts

**Target language:** Previously learned language from other units

## Instructions:

Duration	Task	Materials	Task type	Resources
10 min	<ul style="list-style-type: none"> <li>○ Inform Ss they are going to create stories today</li> <li>○ Ask if they know what pass-it-on stories are, explain further if necessary</li> </ul>		<i>Whole class T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Do revision of previously learned vocabulary and write the words on the board</li> <li>○ Tell Ss they should use as many words as possible in their stories</li> <li>○ Show them an example pass-it-on story from other students, ask them to read silently</li> <li>○ Tell them they will have to keep writing until they are instructed to stop and pass their story on to another student</li> <li>○ They will have to take another student's story, read what has been written, and continue it so that it makes sense</li> </ul>	Example pass-it-on story	<i>Whole class T-Ss</i>	<i>Unit Resource A</i>  <i>Unit Resource B</i>
5 min	<ul style="list-style-type: none"> <li>○ Distribute pieces of paper to Ss and give them time to think for a few minutes first</li> <li>○ Give them the story prompts to choose from in case they don't know how to start</li> </ul>	Pieces of paper  Story prompts	<i>Individual work</i>	<i>Unit Resource C</i>
15 min	<ul style="list-style-type: none"> <li>○ Instruct Ss to start scripting their stories</li> <li>○ Every 2-3 minutes, tell them to pass their story on clockwise to the student sitting next to them</li> <li>○ When 2-3 minutes are left, tell them to write the final part of the story</li> </ul>			
5 min	<ul style="list-style-type: none"> <li>○ Collect the completed stories to use again next time</li> </ul>			

## Unit Resources

### A. Possible previous vocabulary to be chosen

<i>graveyard</i>	<i>phantom</i>
<i>pedestrian</i>	<i>see through</i>
<i>wandering</i>	<i>prophet</i>
<i>tombs</i>	<i>tomb</i>
<i>startled</i>	<i>take a look in the mirror</i>

### B. Pass-it-on story example

In the graveyard, a pedestrian was wandering around. He was pretty bored and lonely, nobody wanted to hang out with him. That's why he walked around tombs. Suddenly, he was startled! The phantom of his long-dead dog was standing in front of him.

"Oh, my God!" he said, "Babken! It's you!"

But Babken the dog was only looking at his owner. He wasn't blinking. It was like Babken could see his owner through...

"Divorce your wife," Babken suddenly said. The owner was looking at his dog and felt like it was a prophecy.

Suddenly, Babken disappeared. Hambardzum, the owner of the late dog, was absolutely flabbergasted. Who knew that he had a wife? And by God, he was supposed to divorce her now? It was surely going to be a hard task, but Hambo was never the surrendering type. He would never back down from a challenge. So, he set out to complete his task.

After a few months of wandering, Hambardzum finally met his wife. And he divorced the second he laid eyes on her.

In the graveyard a pedestrian was wandering around. He was pretty bored and lonely, nobody wanted to hang out with him, that's why he walked around tombs. Suddenly, he was startled! A phantom of his long ago dead dog was standing in front of him. "Oh my god", - he said, "Babken! It's you!" - But the dog Babken was looking at his owner. He wasn't blinking, It was like Babken could see his owner through. - "Divorce your wife", - he suddenly said (Babken). Owner was looking at his dog, and felt like it was a prophecy.

Suddenly, Babken disappeared. Hambarozem, the owner of the late dog was absolutely flabbergasted. Who knew that he had a wife? And by God, he was supposed to divorce her now? It was surely going to be a hard task, but Hambo was never the surrendering type. He would never back down from a challenge. So he set out to complete his task. After a few months of wandering... Hambarozem finally met his wife. And he divorced her the second he laid eyes on her.

**C. Story prompts**

- a. It was my 15<sup>th</sup> birthday. I was getting ready the whole day to have a party with my friends and family in the evening. But then there was a phone call...*
- b. Once upon a time there was an old man who lived in a small house in a village. His neighbors didn't like him, although he had no idea why. One day...*
- c. My grandma used to tell me stories when I was very little. I don't remember much from them, but one story I remember very vividly. It was a story about a gnome who...*
- d. I opened my eyes and found myself in a strange room with no doors or windows but tons of pictures on the walls...*

## Lesson Plan 10

### Unit 5, part 2

### *Let's act it out!*

*Drama activity: Role playing / Acting out*

Less	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
10	Unit 5, part 2 <i>Let's act it out!</i>	Previously learned language	Reading and listening to the created pass-it-on stories.	Acting out the created stories	Creating scripts, acting them out	Script writing / Acting out

**Prior learning related to this lesson:** During the previous lesson, the students created pass-it-on stories on pieces of paper using previously learned language. The stories were collected by the teacher to be corrected and used during this lesson.

**Lesson Aim:** Enhance scriptwriting skills, encourage acting with peers

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>• develop play scripts from written stories,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>• design a drama play using the script,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• act out a play using a script.</li> </ul>

**Materials:** Created pass-it-on stories, pieces of paper for each pair/group, role play props/realia

**Target language:** Previously learned language



## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Remind the Ss about the pass-it-on stories they created the previous lesson</li> <li>Tell them they are going to use them to create role play scripts</li> <li>At the end, they are going to act out the stories they have created</li> </ul>		<i>Whole class</i> <i>T-Ss</i>	
5 min	<ul style="list-style-type: none"> <li>Divide the Ss into pairs or groups depending on the story plots</li> <li>Give each pair/group a story to work on. There are more stories than groups, so they can also choose the story they want to work on</li> <li>Give them about five minutes to get acquainted with the story and decide on the roles</li> </ul>	Created pass-it-on stories	<i>Pair/Group work</i> <i>Ss-Ss</i>	
5 min	<ul style="list-style-type: none"> <li>Tell Ss to take pieces of paper and start writing their scripts for each student</li> <li>Tell them they can add/change some parts if necessary</li> <li>If there are not enough roles, they can improvise, take roles of objects at the scene, or just make sound effects</li> </ul>	Pieces of paper for each pair/group	<i>Pair/Group work</i> <i>Ss-Ss</i>	
15 min	<ul style="list-style-type: none"> <li>Give Ss time to write down their scripts and decide on the roles</li> <li>You can send groups to another room one by one if they need to rehearse before acting out for the class</li> </ul>		<i>Pair/Group work</i> <i>Ss-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>Tell each pair/group to act out their stories for everybody</li> <li>They can use any objects and props/realia they need</li> </ul>	Role play props/realia	<i>Pair/Group work</i> <i>Ss-Ss</i>	
5 min	<ul style="list-style-type: none"> <li>Give feedback</li> </ul>		<i>T-Ss</i>	

## Lesson Plan 11

### Unit 6, part 1

*Let's have a debate!*

*Drama activity: Role-play (Debate)*

Lessons	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
11	Unit 6, part 1 <i>Let's have a debate!</i>	Justifying opinions, persuasive speaking, agreeing / disagreeing	Listening to each other's opinions to respond appropriately	Having a debate	Filling in the gaps	Role play ( <i>Debate</i> )

**Lesson Aim:** Increase students' vocabulary in persuasive speaking, encourage debating skills

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>express their opinion using a variety of expressions,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>implement opinion expressions in their speaking in authentic contexts,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>demonstrate correct application of the target language.</li> </ul>

**Materials:** Whiteboard, 4 markers, agree cards, disagree cards, debate topics

**Target language:** *As far as I'm concerned, In my opinion/view, From my point of view, To my mind..., I see your point but..., I completely agree with..., Let me disagree with..., Don't you think (that)...?, What are your thoughts on that? etc.*

## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Start the lesson with a statement which some students may disagree with. E.g., <i>The weather is perfect/terrible today, isn't it?</i></li> <li>Some Ss may agree with you, while others may disagree. Ask them why they think it is perfect or terrible.</li> <li>Inform Ss they are going to learn how to justify their opinions, speak persuasively, agree or disagree with someone</li> </ul>		<i>Whole class</i> T-Ss	
10 min	<ul style="list-style-type: none"> <li>Divide the board into four columns</li> <li>Write these categories in each column – <i>Expressing opinion/ Asking opinion/ Agreeing/ Disagreeing</i></li> <li>Give four markers to four students and tell them to add phrases under the column they want and pass the marker to another student</li> </ul>	Whiteboard 4 markers	<i>Whole class</i> T-Ss	<i>Unit Resource A</i>
25 min	<ul style="list-style-type: none"> <li>Give each pair one agree and one disagree cards</li> <li>Tell them they will have to agree or disagree on a topic according to their card, even if it is not their opinion</li> <li>For the next topic, they will have to switch agree/disagree cards, and so on</li> <li>Give them the debate topics</li> <li>Demo one topic with a student and then instruct them to start</li> </ul>	Agree cards Disagree cards  Debate topics	<i>Pair work</i> S-S	<i>Unit Resource B</i>
5 min	<ul style="list-style-type: none"> <li>Answer any questions Ss may have</li> <li>Give feedback</li> </ul>		<i>Whole class</i> T-Ss	

## Unit Resources

### A. Persuasive speaking categories and expressions

<p><b>giving opinions</b></p> <p>As far as I'm concerned ...          In my opinion ... In my view ...          From my point of view ...          The way I see it is (that) ...          To my mind ...          Well, I reckon (that) ...          I (strongly) believe (that) ...          I (honestly) think (that) ...          I (really) feel (that) ...          Personally speaking, I believe ...          As for me, I reckon ...</p>	<p><b>asking opinions</b></p> <p>What do you think/reckon?          Do you see what I'm getting at?          Do you know/see what I mean?          Do you agree with me?          Would you go along with that?          Would you agree with me that ...?          What are your thoughts on that?          Don't you think (that) ... ?</p>
<p><b>agreeing</b></p> <p>I (totally) agree with you/that.          I couldn't agree more.          I'd go along with that.          I feel the same.          You're absolutely right.          Absolutely/Definitely/Exactly.          No doubt about it.          That's a good point / I see your point.          I see where you're coming from.</p>	<p><b>disagreeing</b></p> <p>I'm afraid I disagree.          I don't agree with you/that.          I'd be inclined to disagree.          That's not the way I see it.          I don't think so / I don't feel the same</p> <p>I see your point but ...          I kind of agree with you/that.          I agree with you to an extent, however, ...          You make a good point, but ...</p>

## D. Debate topics

- a. It is better to be kind than to be truthful. (**A=agree** / **B=disagree**)
- b. Animals should not be kept in zoos. (**A=disagree** / **B=agree**)
- c. Life skills like cooking and finance should be taught in schools.  
(**A=agree** / **B=disagree**)
- d. Sometimes it's OK to cheat on homework or a test. (**A=disagree** / **B=agree**)
- e. Education should be free for everyone. (**A=agree** / **B=disagree**)
- f. People who get good grades at school will be more successful in life. (**A=disagree** / **B=agree**)

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#### Unit Resource A

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## Lesson Plan 12

### Unit 6, part 2

#### *Let's play it!*

*Drama activity: Drama game (Spyfall)*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
12	Unit 6, part 2 <i>Let's play it!</i>	Justifying opinions, persuasive speaking, agreeing / disagreeing	Listening to each other's opinions (to find the spy or guess the location)	Role playing according to the assigned cards	Finding the spy / Not being found as the spy	Drama game ( <i>Spyfall</i> )

**Prior learning related to this lesson:** During the previous lesson, the students learned expressions for justifying opinions, persuasive speaking, agreeing / disagreeing. They are going to use these expressions during this lesson to play a game.

**Lesson Aim:** Practice new vocabulary, boost students' confidence in expressing their opinions

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>distinguish between different opinion justifying expressions,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>defend their point of view using target language,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>critique somebody's opinion when having different views.</li> </ul>

**Materials:** Whiteboard, marker, game instructions link / QR code, game example link / QR code, game link

**Target language:** Previously learned language for justifying opinions/persuasive speaking

**Instructions:**

Duration	Task	Materials	Task type	Resources
10 min	<ul style="list-style-type: none"> <li>○ Start the lesson with a revision of persuasive speaking expressions</li> <li>○ Write the difficult ones on the board</li> <li>○ Tell Ss they are going to play a game where they will need to use these phrases to express their opinion, ask opinion, or agree/disagree with someone's opinion</li> </ul>	Whiteboard Marker	<i>Whole class T-Ss</i>	<i>Unit Resource A</i>
15 min	<ul style="list-style-type: none"> <li>○ Ask Ss to use their phones and go to <a href="https://www.spyfall.app/gamerules">https://www.spyfall.app/gamerules</a> or <a href="#">scan the QR code to learn the rules of the game Spyfall</a></li> <li>○ <a href="#">Use the browser game instead of the app, so that it doesn't take much time and doesn't require sign in</a></li> <li>○ Give them some time to read and learn the rules</li> <li>○ Tell them to open another link or scan the QR code to watch how the game is played: <a href="https://tinyurl.com/3bmvwvdy">https://tinyurl.com/3bmvwvdy</a></li> <li>○ <i>(The rules and video could have been given as homework the previous time)</i></li> </ul>	Game instructions link / QR code  Game example link / QR code	<i>Whole class (if there's a big screen)</i>  <i>Individual or pair work (if Ss' gadgets are used)</i>  <i>T-Ss</i>	<i>Unit Resource B</i>  <i>Unit Resource C</i>

15 min	<ul style="list-style-type: none"> <li>○ Instruct the students to open the game page: <a href="https://www.spyfall.app/">https://www.spyfall.app/</a></li> <li>○ The student who has been chosen as the host, clicks on '<b>HOST NEW GAME</b>' while others click on '<b>JOIN GAME</b>' and enter the invite code.</li> <li>○ When everybody has '<b>READY</b>' next to their names, the host clicks on '<b>START GAME</b>'</li> <li>○ Monitor them play _____</li> </ul> <p><i>Note: The maximum number of players is 12, there may be a need to have more than one group of players depending on the number of students</i></p>	Game link	S-S	
5 min	<ul style="list-style-type: none"> <li>○ Give feedback</li> </ul>			



## Unit Resources

### A. Persuasive speaking expressions

<p><b>giving opinions</b></p> <p>As far as I'm concerned ...            In my opinion ... In my view ...            From my point of view ...            The way I see it is (that) ...            To my mind ...            Well, I reckon (that) ...            I (strongly) believe (that) ...            I (honestly) think (that) ...            I (really) feel (that) ...            Personally speaking, I believe ...            As for me, I reckon ...</p>	<p><b>asking opinions</b></p> <p>What do you think/reckon?            Do you see what I'm getting at?            Do you know/see what I mean?            Do you agree with me?            Would you go along with that?            Would you agree with me that ...?            What are your thoughts on that?            Don't you think (that) ... ?</p>
<p><b>agreeing</b></p> <p>I (totally) agree with you/that.            I couldn't agree more.            I'd go along with that.            I feel the same.            You're absolutely right.            Absolutely/Definitely/Exactly.            No doubt about it.            That's a good point / I see your point.            I see where you're coming from.</p>	<p><b>disagreeing</b></p> <p>I'm afraid I disagree.            I don't agree with you/that.            I'd be inclined to disagree.            That's not the way I see it.            I don't think so / I don't feel the same</p> <p>I see your point but ...            I kind of agree with you/that.            I agree with you to an extent, however, ...            You make a good point, but ...</p>

**B. The link and QR code for the instructions for the game Spyfall.**

<https://www.spyfall.app/gamerules>



**C. The link and QR code to watch a group playing Spyfall.**

<https://tinyurl.com/3bmvwvdy>



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References

Unit Resource A

Koltai, A. (2016). *Functional Language*. My English Teacher. Retrieved from <https://www.myenglishteacher.eu/blog/asking-giving-opinions-agreeing-disagreeing/>.

Unit Resource B

Spyfall. (n.d.). Retrieved March 2022, from <https://www.spyfall.app/>

Unit Resource C

*Playing Spyfall! (Ep. 3)*. (n.d.). *YouTube*. Retrieved from <https://www.youtube.com/watch?v=-87Etd25gZc&list=PLZt7gIa9B6p2YjjLiM12oEbCVK2FBqInh&index=4>.

## Lesson Plan 13

### Unit 7, part 1

#### *Let's mime it!*

*Drama activity: Miming*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
13	Unit 7, part 1 <i>Let's mime it!</i>	Pre-teaching vocabulary from the song " <i>Believer</i> " by Imagine Dragons			Matching the words to the pictures, filling in the gaps	Miming

**Lesson Aim:** Enhance students' non-verbal skills, pre-teach vocabulary

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>use target language in different contexts,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>interpret target language non-verbally,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>communicate information through mimes.</li> </ul>

**Materials:** Word matching exercise, sentence completion exercise, miming cards, timer

**Target language:** *drown, ebb and flow, sulking, choke, sail, veins, prayer, break open, masses,*



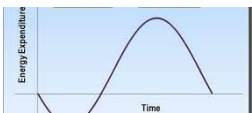







*flames*

**Instructions:**

<b>Duration</b>	<b>Task</b>	<b>Materials</b>	<b>Task type</b>	<b>Resources</b>
5 min	<ul style="list-style-type: none"> <li>○ Tell Ss they will be practicing miming today</li> <li>○ Make sure they know what miming is, explain further if necessary</li> </ul>		<i>Whole class</i> <i>T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Distribute the word matching exercise</li> <li>○ Tell Ss to work in pairs</li> <li>○ Tell them to check with another pair once done</li> <li>○ Check with the whole class and give feedback</li> </ul>	Word matching exercise	<i>Pair work</i> <i>S-S</i>	<i>Unit Resource A</i>
10 min	<ul style="list-style-type: none"> <li>○ Distribute the sentence completion exercise to work on with the same pairs</li> <li>○ Give the finishing pairs the correct answers to check</li> <li>○ Check with the whole class and give feedback</li> </ul>	Sentence completion exercise		<i>Unit Resource B</i>
15 min	<ul style="list-style-type: none"> <li>○ Tell Ss they will play a miming game</li> <li>○ Demo 1-2 words for them to guess and have a better understanding</li> <li>○ Put the miming cards on the desk face down</li> <li>○ Ss should choose a card with a word on and mime it for the others to guess</li> </ul>	Miming cards	<i>Whole class</i> <i>S-Ss</i>	<i>Unit Resource C</i>
5 min	<ul style="list-style-type: none"> <li>○ Give feedback</li> </ul>			

### *Unit Resources*

### A. Matching exercise

1.		<u>f</u>	<b>a.</b> <i>drown</i>
2.		—	<b>b.</b> <i>ebbing and flowing</i>
3.		—	<b>c.</b> <i>prayer</i>
4.		—	<b>d.</b> <i>break open</i>
5.		—	<b>e.</b> <i>masses</i>
6.		—	<b>f.</b> <i>flames</i>
7.		—	<b>g.</b> <i>choke</i>
8.		—	<b>h.</b> <i>sulking</i>
9.		—	<b>i.</b> <i>sail</i>
10.		—	<b>j.</b> <i>veins</i>

<b>Answers:</b>				
1. f	3. b	5. d	7. e	9. h
2. g	4. i	6. a	8. c	10. j

### B. Sentence completion exercise

<i>inhibited</i>	<i>ashes</i>	<i>pain</i>	<i>drive</i>	<i>dove</i>
------------------	--------------	-------------	--------------	-------------

1. She felt some sharp \_\_\_\_\_ in her chest before collapsing.
2. I have always been \_\_\_\_\_ which was caused by my lack of self-confidence.
3. When wood burns down, all that is left is \_\_\_\_\_.
4. The \_\_\_\_\_ is the symbol of peace.
5. His \_\_\_\_\_ to succeed came from his grandfather's example.

<b>Answers:</b>		
1. pain	3. ashes	5. drive
2. inhibited	4. dove	

### C. Miming cards

choke	dove	pain
inhibited	ashes	flames
sulking	masses	drown
prayer	ebb and flow	break open

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#### References

##### Unit Resource A

Google. (n.d.). Google Images. Retrieved April 18, 2022, from <https://images.google.com/>

## Lesson Plan 14

### Unit 7, part 2

#### *Let's sing it!*

*Drama activity: Singing*

Lessons	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
14	Unit 7, part 2 <i>Let's sing it!</i>		Reading and listening to the song " <i>Believer</i> " by Imagine Dragons		Filling in the gaps	Singing

**Prior learning related to this lesson:** During the previous lesson, the students learned the target language to get ready for the song activity during this lesson.

**Lesson Aim:** Enhance speaking fluency through synchronized singing, increase vocabulary

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>differentiate between certain phrasal verbs and idioms,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>articulate familiar songs clearly,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>use target language in different contexts.</li> </ul>

**Materials:** Song handouts, song recording, whiteboard, marker, flashcards

**Target language:** *fired up, tired of, take to, break down, build up, turn to, rain down*



## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Inform Ss they are going to listen to a song today</li> <li>Discuss whether they have heard any powerful songs with a strong message</li> </ul>		<i>Whole class</i> T-Ss	
5 min	<ul style="list-style-type: none"> <li>Revise the vocabulary from the previous lesson as the words will be in the song</li> <li>Use flashcards or choose a vocabulary game to play</li> </ul>	Flashcards Whiteboard Marker	<i>Whole class</i> T-Ss	
10 min	<ul style="list-style-type: none"> <li>Give the song handouts to the students to complete the missing phrasal verbs individually</li> <li>Play the recording once from the beginning to the end</li> <li>Play the recording again part by part asking Ss what the missing expressions are and adding them on the board</li> </ul>	Song handouts  Song recording ( <a href="https://www.youtube.com/watch?v=W0DM5lcj6mw">https://www.youtube.com/watch?v=W0DM5lcj6mw</a> )	<i>Individual work</i> <i>Whole class</i> T-Ss	<i>Unit Resource A</i>
10 min	<ul style="list-style-type: none"> <li>Ask the Ss to look at the board</li> <li>Read all the expressions together with the whole class</li> <li>Make sure they know that the expressions are phrasal verbs or idioms</li> <li>Explain what phrasal verbs and idioms are if necessary</li> <li>Ask individual students questions with each phrasal verb or idiom to make sure they got the meanings right</li> <li>Ask for the Armenian equivalents to make sure they got the right meanings</li> </ul>		<i>Whole class</i> T-Ss	
5 min	<ul style="list-style-type: none"> <li>Answer any questions there may be</li> <li>Give feedback</li> </ul>			

## Unit Resources

### A. The song

#### Imagine Dragons *Believer*

First things first,  
I'ma say all the words inside my head,  
I'm \_\_\_\_\_<sup>1</sup> and \_\_\_\_\_  
\_\_\_\_\_<sup>2</sup> the way that things have been,  
oh-oooh,  
The way that things have been, oh-  
oooh.

Second things second,  
Don't you tell me what you think that  
I could be  
I'm the one at the *sail*, I'm the  
master of my sea, oh-oooh,  
The master of my sea, oh-oooh.  
I was broken from a young age  
\_\_\_\_\_ my *sulking* \_\_\_\_\_<sup>3</sup> the *masses*,  
Writing my poems for the few  
That looked at me, took to me, shook  
off me, feeling me

Singing from heartache, from the  
pain,  
Taking my message from the veins,  
Speaking my lesson from the brain,  
Seeing the beauty through the...

#### *(Chorus)*

*Pain... You made me a, you made me a  
believer, believer,*

*Pain... You \_\_\_\_\_ me \_\_\_\_\_<sup>4</sup> and  
\_\_\_\_\_ me \_\_\_\_\_<sup>5</sup>, believer,  
believer,*

*Pain... Oh let the bullets fly, oh let  
them rain,*

*My luck, my love, my **drive**, it came  
from...*

*Pain... You made me a, you made me a  
believer, believer*

Third things third,  
Send a *prayer* to the ones up above,

All the hate that you've heard has  
\_\_\_\_\_ your spirit \_\_\_\_<sup>6</sup> a dove, oh-

ooh,

Your spirit up above, oh-ooh.

I was **choking** in the crowd  
Building my rain up in the cloud,  
Falling like **ashes** to the ground,  
Hoping my feelings, they would **drown**,  
But they never did, ever lived, **ebbing**

**and flowing,**

**Inhibited**, limited

Till it broke open and \_\_\_\_\_

\_\_\_\_\_<sup>7</sup>,

It \_\_\_\_\_<sup>7</sup> like...

**(Chorus)**

.....

Last things last,

By the grace of the fire and the

**flames,**

You're the face of the future, the

blood in my veins, oh-ooh,

The blood in my **veins**, oh-ooh.

But they never did, ever lived, ebbing

and flowing,

Inhibited, limited,

Till it **broke open** and \_\_\_\_\_

\_\_\_\_\_<sup>7</sup>,

It \_\_\_\_\_<sup>7</sup> like...

**(Chorus)**

<i>Answers:</i>		
1. fired up	4. break ... down	6. turned ... to
2. tired of	5. build ... up	7. rained down
3. taking ... to		

Reference

Unit Resource A

*Imagine Dragons - Believer (Lyrics)*. (n.d.). *YouTube*. Retrieved from  
<https://www.youtube.com/watch?v=W0DM5lcj6mw>.

## Lesson Plan 15

### Unit 8, part 1

*Let's watch it!*

*Drama activity: Story telling / Freeze frames*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
15	Unit 8, part 1 <i>Let's guess the stories!</i>		Watching a video about what freeze frames are and how they work		Finding freeze frames for the chosen stories / Guessing the story from the freeze frames	Story telling / Pantomime

**Lesson Aim:** Encourage non-verbal communication, boost students' performing skills

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>communicate message through freeze frames,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>interpret non-verbal communication/pantomime,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>design freeze frames for different contexts.</li> </ul>

**Materials:** Sample freeze frames, video link to play either on a big screen or on Ss' gadgets, story videos for each pair

**Target language:** Previously learned language

## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Ask Ss if they know what freeze frames are</li> <li>Explain further if necessary</li> </ul>		<i>Whole class T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>Tell Ss they are going to choose three freeze frames for different stories for the beginning, middle, and end parts</li> <li>Show them the sample freeze frames and see if they can guess the story</li> <li>Play this video <a href="https://tinyurl.com/ymesbh5e">https://tinyurl.com/ymesbh5e</a> for the Ss to watch and have a better understanding of how freeze frames work</li> </ul>	<p>Sample freeze frames</p> <p>Video link to play either on a big screen or on Ss' gadgets</p>	<i>Whole class T-Ss</i>	<p><i>Unit Resource A</i></p> <p><i>Unit Resource B</i></p>
10 min	<ul style="list-style-type: none"> <li>Assign each pair to find any familiar video story/animation/play from the Internet and choose three freeze frames for the beginning, middle, and end parts</li> <li>Tell them to take screenshots of the three parts they prefer</li> </ul>	Story videos for each pair	<i>Pair work Whole class S-S</i>	
15 min	<ul style="list-style-type: none"> <li>When everybody has chosen their freeze frames, assign each pair to share their freeze frames with one or two other pairs to guess the story</li> </ul> <hr/> <ul style="list-style-type: none"> <li><i>Note: If possible, each pair can show their freeze frames on a big screen for the whole class to guess the story</i></li> </ul>	Big screen or Ss' gadgets	<i>Whole class Pair work S-S</i>	
5 min	<ul style="list-style-type: none"> <li>Give feedback and tell Ss they will work on freeze frames more during the next lesson</li> </ul>			

## Unit Resources

### A. Example freeze frames









**B. Example video link**

<https://tinyurl.com/ymesbh5e>





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References

*Unit Resource A and B*

*How To Tell a Story Using Freeze Frames.* (n.d.). *YouTube*. Retrieved from

<https://www.youtube.com/watch?v=fLueLbP7NOI>.

**Lesson Plan 16**



## Unit 8, part 2

### *Let's mime it!*

*Drama activity: Freeze frames / Pantomime*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
16	Unit 8, part 2 <i>Let's mime it!</i>		Watching each other make freeze frames to guess the stories	Role playing with the help of freeze frames and pantomime	Making three freeze frames for a story / Guessing the story	Freeze frames/ Pantomime

**Prior learning related to this lesson:** During the previous lesson, the students learned what freeze frames are and how to guess stories from freeze frames.

**Lesson Aim:** Encourage non-verbal communication, boost students' performing skills

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>experience non-verbal communication,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>tell stories non-verbally,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>interpret motion pictures.</li> </ul>

**Materials:** Video link, big screen or Ss' gadgets

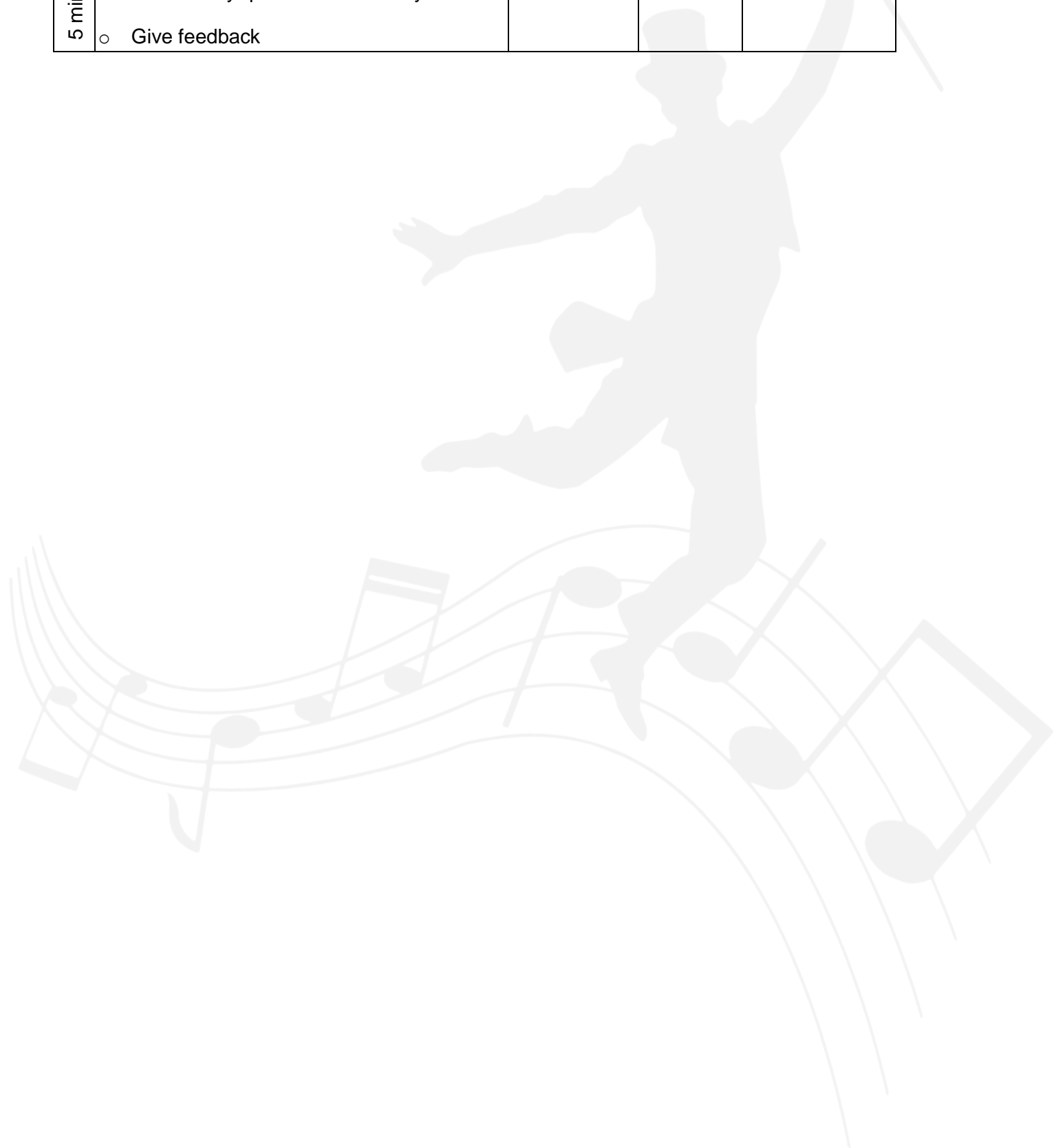
**Target language:** Previously learned language

**Instructions:**



Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>○ Remind Ss about what freeze frames are</li> <li>○ Tell them they will need to create freeze frames for any story they want</li> <li>○ Add that they will have to show the freeze frames to the whole class to guess the story</li> <li>○ Also add that they are not supposed to use any props or realia not to make it too easy for the others to guess</li> </ul>		<i>Whole class T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Divide Ss into small groups of 3-4</li> <li>○ First, give them some time to think of the story they want to create freeze frames for</li> <li>○ Give them some more time to choose the three freeze frames they will be recreating for the class</li> <li>○ Tell them to decide on the roles for each student _____</li> </ul> <p><i>Note: You can send groups to another classroom one by one to rehearse if there is a need</i></p>		<i>Group work Whole class Ss-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Choose a group to start</li> <li>○ Tell the others to close their eyes while they are posing for their first freeze frame</li> <li>○ Other Ss close their eyes before each freeze frame and open them after the frame is ready</li> <li>○ They express their guesses after the third frame</li> </ul>			

15 min	<ul style="list-style-type: none"><li>○ Tell Ss they will now need to connect the three freeze frames of their stories with some motion</li><li>○ Play the video for them to have a better understanding</li></ul>	Video link ( <a href="https://tinyurl.com/y67775n7">https://tinyurl.com/y67775n7</a> ) Big screen or gadgets	Whole class Ss-Ss	Unit Resource A
5 min	<ul style="list-style-type: none"><li>○ Answer any questions there may be</li><li>○ Give feedback</li></ul>			



## Unit Resources

### A. Freeze frames pantomime examples video

<https://tinyurl.com/y67775n7>



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### References

#### Unit Resource A

*Movement from freeze frames.* (n.d.). *YouTube*. Retrieved from

[https://www.youtube.com/watch?v=GAAeL6\\_5UDs](https://www.youtube.com/watch?v=GAAeL6_5UDs).

## Lesson Plan 17

### Unit 9, part 1

#### *Let's improvise!*

*Drama activity: Improv (Alphabet Improv)*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
17	Unit 9, part 1 <i>Let's improvise!</i>	Revision of previously learned vocabulary	Watching a video of Alphabet Improv in action	Improvising dialogues in pairs/ groups	Making impromptu dialogues	Improv ( <i>Alphabet improv</i> )

**Lesson Aim:** Encourage new vocabulary use, enhance speaking fluency

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>identify the nature of authentic conversations,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>discuss familiar topics in different contexts,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>experiment impromptu conversations to keep the natural flow.</li> </ul>

**Materials:** Alphabet Improv handouts, the Alphabet sheet, situation cards

**Target language:** Revision of previously learned vocabulary

## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>○ Ask Ss whether they remember what Improv is</li> <li>○ Ask whether they know what Alphabet Improv is</li> <li>○ Explain further if necessary</li> <li>○ Tell them they will have an Alphabet Improv activity today</li> </ul>		<i>Whole class T-Ss</i>	
10 min	<ul style="list-style-type: none"> <li>○ Tell Ss to sit in pairs</li> <li>○ Distribute the Alphabet Improv handouts</li> <li>○ Ask volunteers to read the example dialogue and try to continue a few more lines</li> </ul>	Alphabet Improv handouts		<i>Unit Resource A</i>
10 min	<ul style="list-style-type: none"> <li>○ Tell Ss they can look at the Alphabet sheet in order not to lose time remembering the letter</li> <li>○ Show the situation cards to the Ss</li> <li>○ Explain that each pair will be given one situation card which also has the letter they should start with</li> <li>○ They will need to start with the given letter and continue talking in sentences in the Alphabetical order until they reach the same letter</li> <li>○ Add that their conversation should be meaningful, and not just individual sentences</li> <li>○ They should also RECORD the conversations as they will need to use them next time</li> </ul>	The Alphabet  Situation cards	<i>Pair/Group work S-S</i>	<i>Unit Resource B  Unit Resource C</i>

10 min	<ul style="list-style-type: none"><li>○ When pairs are done, they should choose another pair and improvise with them after choosing a new card</li><li>○ Monitor and take notes</li><li>○ Ask volunteers to improvise a situation for the whole class</li></ul>	The Alphabet  Situation cards	<i>Pair/Group work S-S</i>	<i>Unit Resource B</i>  <i>Unit Resource C</i>
10 min	<ul style="list-style-type: none"><li>○ Ask the Ss to email you their recordings to be used for the following lesson</li><li>○ Use your notes to give feedback</li></ul>			



## Unit Resources

### A. Alphabet Improv example

A: Look who's here! Hey, long time no see!

B: Michael! It's you! How have you been, my friend!

A: Not really good, honestly. I've had better days...

B: Oh! What's the matter?

A: People lost interest in my books.

B: Quite good a writer you are! I can't believe that.

A: Right you are, my friend. But, I'm afraid, others don't think like that.

B: S... (Try to continue from letter "S" until you reach "K".)

### B. The Alphabet

A

F

K

P

U

B

G

L

Q

V

C

H

M

R

W

D

I

N

S

X

E

J

O

T

Y

Z

**C. Situation cards**

At the cinema Start with <b>“S”</b>	At a party Start with <b>“M”</b>	During an exam Start with <b>“F”</b>
In the street Start with <b>“D”</b>	At a restaurant Start with <b>“R”</b>	At the zoo Start with <b>“L”</b>
At the drugstore Start with <b>“O”</b>	At a pet shop Start with <b>“H”</b>	At the mall Start with <b>“B”</b>
In the taxi Start with <b>“T”</b>	On the plane Start with <b>“J”</b>	At the hotel Start with <b>“K”</b>
On a crowded bus Start with <b>“A”</b>	At the gym Start with <b>“G”</b>	Two friends meet in the street Start with <b>“S”</b>
Family members on the phone Start with <b>“O”</b>	Two introverts at a party Start with <b>“H”</b>	At the radio station Start with <b>“F”</b>

## Lesson Plan 18

### Unit 9, part 2

#### *Let's write it!*

*Drama activity: Story writing*

Lesson	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
18	Unit 9, part 2 <i>Let's write it!</i>	Previously learned vocabulary and grammar	Listening to their Improv recordings to write stories based on them	Role playing the script	Writing stories based on their recordings	Story writing

**Prior learning related to this lesson:** During the previous lesson, the students experimented with Alphabet Improv and recorded their dialogues to be used during this lesson.

**Lesson Aim:** Boost students' script writing skills, enhance speaking fluency

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>create play scripts from recordings,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>develop drama plays using play scripts,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>narrate and perform dialogues using scripts.</li> </ul>

**Materials:** Example story based on an Improv, Improv recordings, pieces of paper, written stories

**Target language:** Previously learned vocabulary and grammar

## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>Remind the Ss about the Alphabet Improv recordings they had the previous lesson</li> <li>Tell them they are going to use them today to write stories</li> </ul>		Whole class T-Ss	
5 min	<ul style="list-style-type: none"> <li>Distribute the example story based on an Improv</li> <li>Ask two volunteers to read the Improv dialogue in roles</li> <li>Ask three other volunteers to take the roles of the narrator and the two friends for reading the story based on the Improv</li> </ul>	Example story based on an Improv	Whole class Pair work T-Ss S-S	Unit Resource A
15 min	<ul style="list-style-type: none"> <li>Inform Ss that they can work with the same pairs as the previous lesson, but they will need to work with different recordings</li> <li>Assign each pair a recording</li> <li>Give them time to work on the stories</li> </ul> <p><i>Note: Recordings can be uploaded to a Drive folder in advance or sent to the pairs during the lesson</i></p>	Improv recordings  Pieces of paper	Pair work S-S	
15 min	<ul style="list-style-type: none"> <li>When the stories are ready, ask each pair to choose a narrator for reading their story</li> <li>Tell them they will need to act out the same dialogue</li> <li>The narrator has to change the names in the story with the those of the Ss doing the role play</li> </ul>	Written stories	Pair work S-S	
5	<ul style="list-style-type: none"> <li>Give feedback</li> </ul>			

## Unit Resources

### A. Discussion questions

#### *The recording*

A: **L**ook who's here! Hey, long time no see!

B: **M**ichael! It's you! How have you been, my friend?

A: **N**ot really good, honestly. I've had better days.

B: **O**h! What's the matter?

A: **P**eople lost interest in my books.

B: **Q**uite good a writer you are! I can't believe that.

A: **R**ight you are, my friend. But, I'm afraid, others don't think like that...

#### *The script*

One day two friends suddenly met in the street. They were happy to see each other.

"Look who's here! Hey, long time no see!" shouted Michael hugging Paul.

"Michael! It's you! How have you been, my friend?" said Paul.

"Not really good, honestly," answered Michael sadly. "I've had better days."

"Oh! What's the matter?" asked Paul.

"People lost interest in my books," answered Michael lowering his head.

"Quite good a writer you are!" said Paul sincerely. "I can't believe that."

"Right you are, my friend," answered Michael. "But, I'm afraid, others don't think like that..."

## Lesson Plan 19

### Unit 10, part 1

#### *Let's review it all!*

*Drama activity: Improv / Role plays / Riddles / Debates*

Lesso	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
19	Unit 10, part 1 <i>Let's review it all!</i>	Course language review (Learning stations)	Listening to each other speaking	Taking roles in role playing, debating, and improvisation activities	Taking part in at least three activities	Improv / Role plays / Riddles / Debates

**Lesson Aim:** Boost students' confidence in using English, enhance English speaking fluency

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>participate in different real-life situations,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>communicate with peers with more confidence,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>use previously learned language in discussions on familiar topics.</li> </ul>

**Materials:** Cut-out expressions for the revision game, word packs for each pair to use in the improv activity.

**Target language:** Course language review

## Instructions:

Duration	Task	Materials	Task type	Resources
5 min	<ul style="list-style-type: none"> <li>○ Tell Ss they will have learning stations today</li> <li>○ Clarify what learning stations are</li> <li>○ Say that they will have four stations for the lesson – Role plays / Debates / Improv / Riddles</li> </ul>	Station name printouts to be put on each desk <i>(Name tents tutorial: <a href="https://tinyurl.com/mr3wtjdk">https://tinyurl.com/mr3wtjdk</a>)</i>	Whole class T-Ss	Unit Resource A
20 min	<ul style="list-style-type: none"> <li>○ Tell Ss to choose one of the stations and join in the activity</li> <li>○ Instruct them to read the instructions carefully and start the activity with the others in the same station</li> <li>○ Tell them they will need to spend at least 7-10 minutes in each station</li> <li>○ Add that they will have to visit at least three stations</li> </ul>	Four stations	Small groups Ss-Ss	Unit Resource B (Role play situations)  Unit Resource C (Debate topics)  Unit Resource D (Improv)  Unit Resource E (Riddles)
15 min	<ul style="list-style-type: none"> <li>○ At the end, act out each activity once and read all the riddles for the whole class to check/guess</li> </ul>	Riddles  Riddle answers	Whole class Ss-Ss T-Ss	Unit Resource F (Riddle answers)
5 min	<ul style="list-style-type: none"> <li>○ Give feedback</li> </ul>			

**Unit Resources****A. Station names**

**Role plays**

**Improv**

**Debates**

**Riddles**



## B. Role play situations

### International Space Station

**Location:** Participants are visiting or working on the International Space Station.

**Personalities:** Astronauts, of course, but add other types of people who might end up on the space station, such as:

- A school teacher invited to give science lessons from space
- A wealthy space tourist
- A common man who has won the visit in a lottery

**Situations:** Being enclosed on a vehicle that travels at thousands of miles an hour at zero gravity can lead to some pretty odd situations:

- Someone brought sunflower seeds to munch on and they're floating everywhere
- A piece of disgusting space garbage is floating outside the window
- Someone has lost something really big or small (not many places it could be!)
- Questions (Did you look under the control panel? When was the last time you saw it?)

### Eating Out at the Freaky Fast Food Joint

**Location:** A fast food restaurant that happens to serve truly unusual and somewhat disgusting food.

**Personalities:** Because the place and the food are so weird, the people can actually be pretty normal:

- A couple of friends on vacation to an exotic country
- A native presenting a foreign guest to local cuisine
- Owners of a competing freaky fast-food restaurant checking out the fare

**Situations:** The situation is reacting to food that isn't familiar. Role play situations can be:

- Reading the menu together and reacting, trying to decide
- Asking the waiter to describe dishes that have ambiguous names
- Sending plates back to the kitchen

### The Interrogation Room

**Location:** A small, claustrophobia-inducing room with a table and two or three chairs.

**Personalities:** As in any crime drama, there will be cops and suspects. Some of the suspects may be guilty, some may be innocent:

- Good cop
- Bad cop
- Guilty person
- Innocent witnesses

**Situations:** Nearly any crime will suit for this role play:

- A very elderly and wealthy man has been murdered and the suspects are his young wife, his stepson and, of course, the butler.
- The city's largest bank has been heisted. You've got three suspects, a bank clerk, an elderly sweet grandma type and a sketchy, unemployed guy.
- The border police have stopped a person trying to enter the country with an unusual story.

### **C. Debate topics**

- a. It's better to be good at academics than to be good at sports.
- b. Private schools are better than public schools.
- c. All students should be required to volunteer in their community.
- d. Math is the most important school subject.
- e. People who get better grades in school will be more successful in life.
- f. Students who fail a test should be given the chance to take it again.
- g. Students should be allowed to grade teachers.
- h. Everyone should be able to bring their pets to school.
- i. Everyone should be required to go to college.
- j. Happiness is more important than success

**D. Improv**

In the taxi Start with <b>“T”</b>	On the plane Start with <b>“J”</b>	At the hotel Start with <b>“K”</b>
On a crowded bus Start with <b>“A”</b>	At the gym Start with <b>“G”</b>	Two friends meet in the street Start with <b>“S”</b>
Family members on the phone Start with <b>“O”</b>	Two introverts at a party Start with <b>“H”</b>	At the radio station Start with <b>“F”</b>

stunned	fierce	ebb	save for
foolish	blind	prove	put the blame on
take a look in the mirror	be deceived in	solve	eyes
tree	prophet	apple	bee
stars	tomato	hospital	school

**E. Riddles**

1. What goes up and down stairs without moving?
2. What can you catch but not throw?
3. I run, yet I have no legs. What am I?
4. Take one out and scratch my head, I am now black but once was red.
5. What gets wetter the more it dries?
6. The more there is, the less you see.
7. I look at you, you look at me, I raise my right, you raise your left. What are you?
8. It has no top or bottom but it can hold flesh, bones, and blood all at the same time. What is this object?
9. The more you take the more you leave behind.
10. Light as a feather, there is nothing in it; the strongest man can't hold it for much more than a minute.
11. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps?
12. I went into the woods and got it, I sat down to seek it, I brought it home with me because I couldn't find it.
13. What can fill a room but takes up no space?
14. No sooner spoken than broken. What is it?
15. Why don't lobsters share?
16. A barrel of water weighs 20 pounds. What must you add to it to make it weigh 12 pounds?
17. Big as a biscuit, deep as a cup. Even a river can't fill it up. What is it?
18. He has married many women but has never married. Who is he?
19. If a rooster laid a brown egg and a white egg, what kind of chicks would hatch?
20. You can't keep this until you have given it.
21. What can go up and come down without moving?
22. What do you fill with empty hands?
23. What do you serve that you can't eat?
24. What do you throw out when you want to use it but take in when you don't want to use it?
25. What goes up and never comes down?
26. Which is correct to say, "The yolk of the egg are white?" or "The yolk of the egg is white?"

## F. Riddle answers

- |              |                                       |                                       |
|--------------|---------------------------------------|---------------------------------------|
| 1. Carpet    | 11. River                             | 20. A promise                         |
| 2. A cold    | 12. Splinter                          | 21. The temperature                   |
| 3. A nose    | 13. Light                             | 22. Gloves                            |
| 4. A match   | 14. Silence                           | 23. A tennis ball                     |
| 5. Towel     | 15. They're shellfish.                | 24. An anchor                         |
| 6. Darkness  | 16. Holes                             | 25. Your age                          |
| 7. A mirror  | 17. A kitchen strainer                | 26. Neither, the yolks<br>are yellow. |
| 8. A ring    | 18. A priest                          |                                       |
| 9. Footsteps | 19. None. Roosters<br>don't lay eggs. |                                       |
| 10. Breath   |                                       |                                       |

## References

### Unit Resource A

Name tent. (2017). *YouTube*. Retrieved from

<https://www.youtube.com/watch?v=8ePZnm5OrOg>.

### Unit Resource B

Arroway, R. (n.d.). 7 Weirdly Fun ESL Role Play Ideas That Students Love [web log]. Retrieved

from <https://www.fluentu.com/blog/educator-english/esl-role-play-ideas/>.

### Unit Resource C

Staake, J. (2021, November 23). 100 High School Debate Topics To Engage Every Student [web

log]. Retrieved from <https://www.weareteachers.com/high-school-debate-topics/>.

### Unit Resource E

50 Riddles to challenge your students. (2020, December 4). [web log]. Retrieved from

<https://www.innovativeteachingideas.com/blog/50-riddles-to-challenge-your-students>.

## Lesson Plan 20

### Unit 10, part 2

#### *Let's review it all!*

*Drama activity: Drama game (FunGLISH)*

Lessons	Topics	Language	Receptive skills	Assessment		
				Role Plays	Task	Drama Activity
20	Unit 10, part 2 <i>Let's review it all!</i>	Course language review	Reading descriptive words to guess the hidden word		Guessing the words	Drama game ( <i>FunGLISH</i> )

**Lesson Aim:** Encourage English use in different situations, activate the usage of new vocabulary

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"> <li>describe different objects using a variety of words,</li> </ul>
LO2	<ul style="list-style-type: none"> <li>apply their English knowledge in different contexts,</li> </ul>
LO3	<ul style="list-style-type: none"> <li>implement previously learned language in different real-life situations.</li> </ul>

**Materials:** Example video (optional), whiteboard, 2-3 markers, acorn picture printout, word cards, association cards, timer/sand watch

**Target language:** Course language review

## Instructions:

Duration	Task	Materials	Task type	Resources
10 min	<ul style="list-style-type: none"> <li>Inform Ss they are going to play a game called Funglish</li> <li>Explain the rules of the game (<i>an example video can be played for better understanding</i>)</li> </ul>	<p>(Example video: <a href="https://tinyurl.com/zuyw3jeh">https://tinyurl.com/zuyw3jeh</a>)</p>	Whole class T-Ss	Unit Resource A
10 min	<ul style="list-style-type: none"> <li>Divide the board into five categories</li> <li>Write the game categories in each column</li> <li>Give 2-3 markers to the Ss and tell them to add a word each to any category and pass their markers to other Ss</li> <li>Give them time to fill the categories with as many words as possible</li> <li>Show them a picture and tell them to choose as many words associated to it as possible</li> </ul>	<p>Whiteboard</p> <p>2-3 markers</p> <p>Acorn picture printout</p>	Whole class T-Ss	Unit Resource B  Unit Resource C
20 min	<ul style="list-style-type: none"> <li>Divide the class into groups of 3-4 Ss</li> <li>Tell them to choose the one who will help them guess the words</li> <li>The one S takes a card with 5 different words on it and has choose associated words for the group to be able to guess as many words as possible in 2 minutes</li> <li>The group having most correct answers in 2 minutes wins the game</li> </ul>	<p>Word cards</p> <p>Association cards</p> <p>Timer / Sand watch</p>	Whole class Group work Ss-Ss	Unit Resource D  Unit Resource E
5 min	<ul style="list-style-type: none"> <li>Give feedback</li> </ul>			

## Unit Resources

A. Game example video ([https://www.youtube.com/watch?v=s7\\_XReCKqP4](https://www.youtube.com/watch?v=s7_XReCKqP4))

B. Categories and expressions

<b>Color</b>	<b>Size / Shape</b>	<b>Feature</b>	<b>Material</b>	<b>Positive features</b>	<b>Negative features</b>	<b>Categories</b>
<i>green</i>	<i>big</i>	<i>furry</i>	<i>steel</i>	<i>yummy</i>	<i>spicy</i>	<i>edible</i>
<i>violet</i>	<i>small</i>	<i>scaly</i>	<i>wood</i>	<i>lovable</i>	<i>dumb</i>	<i>manmade</i>
<i>yellow</i>	<i>rectangular</i>	<i>liquid</i>	<i>plastic</i>	<i>elegant</i>	<i>dangerous</i>	<i>electric</i>
<i>white</i>	<i>round</i>	<i>moving</i>	<i>metal</i>	<i>famous</i>	<i>boring</i>	<i>fruit</i>
<i>blue</i>	<i>square</i>	<i>flexible</i>	<i>glass</i>	<i>beautiful</i>	<i>bad</i>	<i>high tech</i>
<i>stripy</i>	<i>fat</i>	<i>noisy</i>	<i>stone</i>	<i>cute</i>	<i>sour</i>	<i>veggie</i>
<i>colorful</i>	<i>thick</i>	<i>expensive</i>	<i>fabric</i>	<i>good</i>	<i>rotten</i>	<i>machine</i>
<i>gray</i>	<i>thin</i>	<i>sticky</i>	<i>rubber</i>	<i>sweet</i>	<i>dirty</i>	<i>human</i>
<i>black</i>	<i>long</i>	<i>sharp</i>		<i>smart</i>	<i>scary</i>	<i>animal</i>
<i>spotty</i>	<i>tall</i>	<i>stretchy</i>		<i>funny</i>	<i>sick</i>	
<i>indigo</i>	<i>short</i>	<i>wild</i>			<i>ugly</i>	
<i>silver</i>	<i>wavy</i>	<i>bright</i>			<i>horrible</i>	
<i>pink</i>		<i>bouncy</i>			<i>creepy</i>	
<i>orange</i>		<i>prickly</i>			<i>disgusting</i>	
<i>red</i>		<i>scented</i>			<i>nasty</i>	
<i>gold</i>		<i>wet</i>			<i>bitter</i>	
		<i>shiny</i>				





**C. Acorn picture for example**

## D. Word cards

<p><i>Choose association cards for the following expressions:</i></p> <ol style="list-style-type: none"> <li>1. Moon</li> <li>2. Splinter</li> <li>3. Rainbow</li> <li>4. Candy</li> <li>5. Phone</li> </ol>	<p><i>Choose association cards for the following expressions:</i></p> <ol style="list-style-type: none"> <li>1. Rain</li> <li>2. Stone</li> <li>3. Peach</li> <li>4. Strainer</li> <li>5. Cookie</li> </ol>	<p><i>Choose association cards for the following expressions:</i></p> <ol style="list-style-type: none"> <li>1. Snake</li> <li>2. Laptop</li> <li>3. Snowflake</li> <li>4. Jump rope</li> <li>5. Ice cream</li> </ol>
<p><i>Choose association cards for the following expressions:</i></p> <ol style="list-style-type: none"> <li>1. Water</li> <li>2. Mouse</li> <li>3. Octopus</li> <li>4. Toothbrush</li> <li>5. Apple</li> </ol>	<p><i>Choose association cards for the following expressions:</i></p> <ol style="list-style-type: none"> <li>1. Grapes</li> <li>2. Cake</li> <li>3. Fire</li> <li>4. Cup</li> <li>5. Charger</li> </ol>	<p><i>Choose association cards for the following expressions:</i></p> <ol style="list-style-type: none"> <li>1. Candle</li> <li>2. Strawberries</li> <li>3. Tree</li> <li>4. Phantom</li> <li>5. Pencil</li> </ol>

## References

Unit Resource A

*Having Fun with Funlish.* (n.d.). YouTube. Retrieved from

[https://www.youtube.com/watch?v=s7\\_XRcCKqP4](https://www.youtube.com/watch?v=s7_XRcCKqP4).

Unit Resource B

Stangle, R. (2020, March 31). Funglish [web log]. Retrieved from

<https://gamenightblog.com/2020/03/31/funglish-game-review-family-night/>.

## Appendix C

### Unit 1, part 1

#### *Let's create a story!*

*Drama activity: Story creation / Script writing*

**1. Discuss the following questions with your classmates:**

- a. What do you think about the 2020s? What would you like to change?
- b. How do you imagine the world in 20-30 years? What major changes do you think there will be?
- c. What kind of world wouldn't you like to live in? Try to describe it in detail.

**2. Follow the instructions below to create a story.**



a. Scan the QR code to open a URL with screenshots of a film (or open this link: <https://tinyurl.com/yhkphc42>).

b. In pairs, order the pictures to create a story.

- c. Give your story a title.
- d. Share and compare your story with another pair.

**3. Write a script (dialogue) for your story.**

In pairs, write a 1–2-minute dialogue between the man and the police car choosing one of the drama genres below.

humor	horror	poetry	mystery
sci-fi	history	drama	detective

**4. Act out your drama script with your peer.**

## Unit 1, part 2

### *Let's read the story!*

*Drama activity: Story-reading*

1. **Read silently part 1 of the story “The Pedestrian” by Ray Bradbury and compare it to the stories you created. Discuss with your peers.**

### “The Pedestrian” by Ray Bradbury

(adapted)

1

**When:** Eight o'clock of a misty evening in November, A.D. 2053

**Where:** The street

**Who:** Mr. Leonard Mead

Sometimes he would walk for hours and miles and return only at midnight to his house. And on his way, he would see the cottages and homes with their dark windows, and it was like walking through a graveyard. Sudden gray phantoms seemed to show inside room walls, or there were whisperings and murmurs where a window in a tomb-like building was still open.

Mr. Leonard Mead would pause, listen, look, and march on, his feet making no noise. Long ago he had wisely changed to sneakers when walking at night, because the dogs would start barking if he wore hard heels, and lights might click on and faces appear and an entire street be startled by the passing of a lone figure, himself, in the early November evening.

On this particular evening he began his journey toward the hidden sea. The street was silent and long and empty. In ten years of walking by night or day, for thousands of miles, he had never met another person walking, not once in all that time.

"Hello, in there," he whispered to every house on every side as he moved. "What's up tonight on Channel 4, Channel 7, Channel 9? Where are the cowboys rushing?"

He turned back on a side street, circling around toward his home. He was within a block of his destination when the lone car turned a corner quite suddenly and flashed a **fierce** white cone of light upon him. He stood **entranced**, **stunned** by the illumination.

A metallic voice called to him:

"Stand still. Stay where you are! Don't move! Put your hands up! Or we'll shoot!"

The police, of course, but what a rare, incredible thing; in a city of three million, there was only one police car left. Ever since a year ago, 2052, the election year, the force had been cut down from three cars to one. Crime was **ebbing**; there was no need for the police, **save for** this one lone car **wandering** the empty streets.

2. **Guess the **highlighted** words from the context. Match them to the definitions below:**

- |                             |                            |
|-----------------------------|----------------------------|
| a. _____ (noun) a grave     | f. _____ (idm)             |
| b. _____ (adj)              | not including; except for  |
| shocked                     | g. _____ (noun) a place    |
| c. _____ (v) walk           | where people are buried    |
| aimlessly                   | h. _____ (adj) astonished; |
| d. _____ (adj) filled with  | unable to react            |
| wonder and delight; charmed | i. _____ (adj) strong and  |
| e. _____ (noun) a ghost     | powerful; violent          |

j. \_\_\_\_\_ (v) gradually decrease



**3. Read the second part in roles (narrator, Leonard Mead, police car).**

2

"Your name?" said the police car in a metallic whisper. He couldn't see the men in it for the bright light.

"Leonard Mead," he said.

"Business or profession?"

"I guess you'd call me a writer."

"No profession," said the police car.

"You might say that, " said Mr. Mead. He hadn't written in years. Magazines and books didn't sell any more. Everything went on in the tomblike houses at night now, he thought. The tombs, ill-lit by television light, where the people sat like the dead, the gray or multicolored lights touching their faces.

"No profession," said the phonograph voice. "What are you doing out?"

"Just walking," he said simply, but his face felt cold.

"Walking where? For what?"

"Walking for air. Walking to see."

"Your address!"

"Eleven South Saint James Street."

"And there is air in your house, you have an air conditioner, Mr. Mead?"

"Yes."

"And you have a viewing screen in your house to see with?"

"No."

"No? Are you married, Mr. Mead?"

"No."

"Not married," said the police voice behind the fiery beam.

"Nobody wanted me," said Leonard Mead with a smile.

"Don't speak unless you're spoken to! Just walking, Mr. Mead?"

"Yes."

"But you haven't explained for what purpose."

"I explained; for air, and to see, and just to walk."

"Have you done this often?"

"Every night for years."

The back door of the police car sprang wide. "Get in."

"Wait a minute, I haven't done anything!"

"Get in."

He walked like a man suddenly drunk. As he passed the front window of the car, he looked in. As he had expected, there was no one in the front seat, no one in the car at all.

"Get in."

He put his hand to the door and peered into the back seat, which was a little cell, a little black jail with bars. It smelled of antiseptic; it smelled too clean and hard and metallic. There was nothing soft there.

"Now if you had a wife to give you an alibi," said the iron voice. "But-"

"Where are you taking me?"

"To the Psychiatric Center for Research on Regressive Tendencies."

He got in. They passed one house on one street a moment later, one house in an entire city of houses that were dark, but this one particular house had all of its electric

lights brightly lit, every window a loud yellow illumination, square and warm in the cool darkness.

"That's my house," said Leonard Mead.

No one answered him.

The car moved down the empty streets and off away, leaving the empty streets with the empty sidewalks, and no sound and no motion all the rest of the chill November night.

**4. Discuss these questions with your peers.**

- a. What do you think might have happened in the world?
- b. Why did the police take him away?
- c. Do you think he will ever go back home?
- d. Would you obey the rules if you had to live in such a world?
- e. What would you do to change it?

## Unit 2, part 1

### *Let's sing it!*

*Drama activity: Singing*

1. **Guess the words your teacher is describing.**
2. **Listen to the song and fill in the blanks.**

### Rag'n'Bone Man *Human*

Maybe I'm **foolish**,  
Maybe I'm **blind**,

Thinking I can \_\_\_\_\_<sup>1</sup> this  
And see what's behind.



Got no way to **prove** it,  
 So maybe I'm lying.  
 But I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ your **blame** \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 \_\_\_\_\_<sup>3</sup> the mirror,  
 What do you see?  
 Do you see it clearer?  
 Or \_\_\_\_\_ you \_\_\_\_\_  
 \_\_\_\_\_<sup>4</sup> what you believe?  
 'Cause I'm only human after all,  
 You're only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 Some people got the real problems,  
 Some people out of luck,  
 Some people think I can **solve** them,  
 Lord heavens above!  
 I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't ask my **opinion**,  
 Don't ask me to lie,  
 Then beg for **forgiveness**  
 For making you cry,  
 For making you cry.  
 'Cause I'm only human after all,  
 I'm only human after all,

Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Oh, some people got the real  
 problems,  
 Some people out of luck,  
 Some people think I can solve them,  
 Lord heavens above!  
 I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 I'm only human,  
 I make mistakes,  
 I'm only human,  
 That's \_\_\_\_\_<sup>5</sup>  
 To \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.  
 'Cause I'm no **prophet** or Messiah,  
 You should go looking somewhere  
 higher.  
 I'm only human after all,  
 I'm only human after all,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 I'm only human,  
 I do what I can,  
 I'm just a man,  
 I do what I can,  
 Don't \_\_\_\_\_ the blame \_\_\_\_\_<sup>2</sup> me.  
 Don't \_\_\_\_\_ your blame \_\_\_\_\_<sup>2</sup> me.

**3. Match the expressions on the left to the expressions on the right.**

- a. be out of luck
- b. all it takes
- c. take a look in the mirror
- d. put the blame on smb
- e. see through sth
- f. be deceived in sth

**4. Put the given expressions in the correct places to complete the sentences. Change the verb tense whenever it is needed.**

be out of luck	put the blame on	be deceived in
take a look in the mirror	all it takes	see through

1. Don't you dare fool me! I can \_\_\_\_\_ your lies!
2. The little girl \_\_\_\_\_ for breaking the glass \_\_\_\_\_ her little sibling.
3. Hey, they have no noodles left. Guess you \_\_\_\_\_.
4. Before you judge anyone, just \_\_\_\_\_.
5. Having patience, determination, and willpower are sometimes \_\_\_\_\_ to reach your goals.
6. You will \_\_\_\_\_ what you know once you start looking at things from different perspectives.

**5. Listen to the song and sing along.**

**6. With your partner, discuss the following questions:**

- a. What is the singer's message?
- b. Do you agree with him? Why? / Why not?
- c. Have you ever asked anyone for help? How did it go?
- d. Has anyone ever asked you for help? Did you manage to help them?

## Unit 2, part 2

### Let's talk!

*Drama activity: Improv*

#### **What is Improv?**

*Improvisation or Improv is impromptu acting which means no time is given for the preparation of a dialogue. The speakers just create it on the go without knowing what will be said next and need to continue talking so that it makes sense.*

- 1. You will be given a pack of words which include the expressions you learned previously and some other random words. Have the cards upside down on the desk. Start a conversation with your partner. It can be about anything you want. Each time your teacher claps, take a word from the pack and use it in your conversation. Continue talking and add the words to your dialogue so that it sounds natural and makes sense.**

- 2. Here is an example:**

**A:** You know, I went to the airport to meet an old friend of mine. (clap - tomato) He had a box of **tomatoes** with him.

**B:** Really? Why? What is he going to do with all those tomatoes?

**A:** I have no idea. He says it's a secret, and that I will know it when the time comes.

**B:** I think it's crazy. (clap - children) What do his **children** think about that?

**A:** Well, he doesn't have any. But I don't think they would like it. Children usually like to get toys or sweets, and not tomatoes.

**B:** Yup, you're right. So, are you going to meet him again?

**A:** Yes, next week. (clap - graveyard) He asked me to take him to the **graveyard** of his great-great grandparents.

**B:** OMG! I hope he's not going to do something with the tomatoes there!  
..... (etc.)



**3. You have ten minutes for your Improv dialogue with your peer(s).**

**4. Try another dialogue with one-two other partners in front of the class.**

## Unit 3, part 1

*Let's read it!*

*Drama activity: Poem*

1. Listen to the poem below called "The Road Not Taken" by Robert Frost.

### The Road Not Taken

BY ROBERT FROST

Two roads **diverged** in a yellow wood,  
 And sorry I could not travel both  
 And be one traveler, long I stood  
 And looked down one as far as I could  
 To where it **bent** in the **undergrowth**;

Then took the other, **as just as fair**,  
 And having perhaps the better **claim**,  
 Because it was grassy and **wanted wear**;  
 Though as for that the passing there  
 Had worn them really about the same,

And both that morning equally lay  
 In leaves no step had **trodden** black.  
 Oh, I kept the first for another day!  
 Yet knowing how way leads on to way,  
 I **doubted** if I should ever come back.

I shall be telling this with a sigh  
 Somewhere ages and ages **hence**:  
 Two roads diverged in a **wood**, and I—  
 I took the one less traveled by,  
 And that has made all the difference.

**2. Find the word from the bold words in the poem that means:**

- |                            |                        |
|----------------------------|------------------------|
| a. curved _____            | f. separated _____     |
| b. forest _____            | g. the same _____      |
| c. needed to be used _____ | h. walked on _____     |
| d. in the future _____     | i. greenery _____      |
| e. demand _____            | j. was uncertain _____ |

**3. Follow your teacher's instructions and read the parts of the poem in turns.**

**4. In pairs or small groups, discuss the following questions.**

- a. What do the two roads symbolize?
- b. What is the writer's message to us?
- c. Have you ever had to make a difficult decision? How did it end?
- d. Do you usually ask for advice when you need to make difficult decisions?

**5. Share your answers with the whole class.**

## Unit 3, part 2

### *Let's write it!*

*Drama activity: Story writing*

- 1. In pairs or small groups discuss the questions below. Take notes of your pair's answers.**

<b>Question</b>	<b>Notes</b>
a. Have you ever had to choose between two or more things? What was it?	
b. Did you ask for anybody's help?	
c. What did you decide/choose at the end? Why?	
d. Did you regret your decision later? What would you do differently?	
e. What advice would you give to others in the same situation?	

- 2. Collect your notes and write a short story about your pair's experiences. Your story should consist of three parts – the cause of the problem, your pair's decision, and the solution**



## Unit 4, part 1

### *Let's read stories!*

*Drama activity: Story reading*

- 1. Your teacher will assign each of you a story to read. You have twenty minutes to silently read through the story you have been assigned. You will get one of the four stories below:**

***"Gaston"*** by William Saroyan



***"The Aged Mother"*** by Matsuo Basho



***"Two Friends"*** by Guy de Maupassant

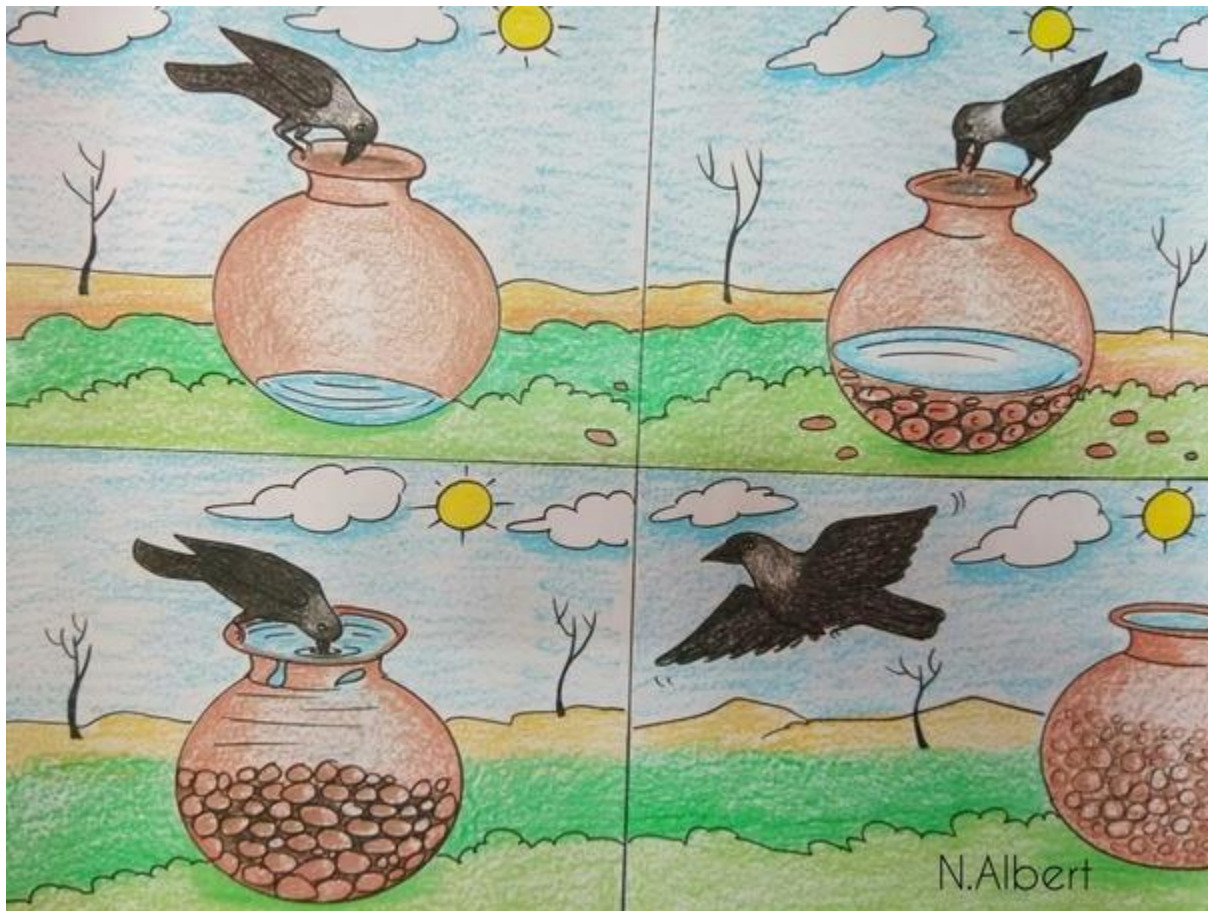


***"Ruthless"*** by William de Mille



2. **Get together with the other students who had to read the same story as you did. Take paper from your teacher and start depicting your story on it together. You can draw and/or add some text on your poster. These will later be used as clues to help you retell your story to the others. You will have about 15 minutes to finish the poster.**

Here is an example poster story:



## Unit 4, part 2

### *Let's retell the stories!*

*Drama activity: Story retelling*

- 1. With the same group, look at the poster story you have created and see if you need to add/change anything.**
- 2. Form new groups so that there is at least one representative from the other stories in each group.**
- 3. Place the poster stories in different angles in the classroom, so that they are not too close to each other.**
- 4. Gather in front of a poster with your newly formed groups. The student who has read the story on the poster starts retelling it to the others in as much detail as possible. The others listen carefully and can ask questions for further information.**
- 5. Once the story retelling is over, approach to another poster and let the one who has read that story retell it. Continue the same way with the rest of the poster stories.**

### **Game Time!**

***Let's check what you remember from all the stories!***

1. Go to <https://www.kahoot.it>
2. Ask your teacher for the game pin.
3. See how many correct answers you can get.

## Unit 5, part 1

### *Let's pass it on!*

*Drama activity: Script writing*

**What is a pass-it-on story?**

*A pass-it-on story is a story created by one person then passed on to another to continue. The story goes from person to person until it is finished.*

*Use as many words from the board as you can in your story.*

- 1. Choose the theme of your story and start writing. It can be about anything you want. Use any of the story prompts below if you have difficulty starting your story:**
  - a. It was my 15<sup>th</sup> birthday. I was getting ready the whole day to have a party with my friends and family in the evening. But then there was a phone call...*
  - b. Once upon a time there was an old man who lived in a small house in a village. His neighbors didn't like him, although he had no idea why. One day...*
  - c. My grandma used to tell me stories when I was very little. I don't remember much from them, but one story I remember very vividly. It was a story about a gnome who...*
  - d. I opened my eyes and found myself in a strange room with no doors or windows but tons of pictures on the walls...*
  
- 2. Write a paragraph until your teacher tells you to stop and pass it on to the next person.**

**3. Read the story beginning you have received from your classmate. Continue it so that it makes sense. Pass it on to the next person when your teacher tells you to.**

**4. Finish writing the next story and give the full story to your teacher.**

## Unit 5, part 2

### *Let's act it out!*

*Drama activity: Role playing / Acting out*

- 1. Choose one of the pass-it-on stories you and your classmates have created.**
- 2. Work in groups of 3-4 and create a dialogue from the story you have chosen.**
- 3. Assign roles to act out the dialogue you have created. You can use props if needed.**
- 4. Act the story out with your group for your other classmates.**



**Note 1:** *If there are more participants than roles, you can add sound effects or act as different objects on the scene.*

**Note 2:** *One can be chosen to narrate the story, while the others will be acting it out.*

## Unit 6, part 1

### *Let's have a debate!*

*Drama activity: Role-play (Debate)*

- 1. You will see some categories on the board written in different columns. With your teacher's instruction, add as many phrases as you can under each column.**

**The categories are:**

- Giving opinions
- Asking opinions
- Agreeing
- Disagreeing

- 2. Debate the topics below using as many of the expressions added on the board as possible. One of you is student A, the other is student B. You should agree or disagree with the statement according to the information in the parentheses, even if your real opinion is different.**

- It is better to be kind than to be truthful. (**A=agree** / **B=disagree**)
- Animals should not be kept in zoos. (**A=disagree** / **B=agree**)
- Life skills like cooking and finance should be taught in schools.  
(**A=agree** / **B=disagree**)
- Sometimes it's OK to cheat on homework or a test. (**A=disagree** / **B=agree**)
- Education should be free for everyone. (**A=agree** / **B=disagree**)
- People who get good grades at school will be more successful in life.  
(**A=disagree** / **B=agree**)



## Unit 6, part 2

### *Let's play it!*

*Drama activity: Drama game (Spyfall)*

2. **Open the link or scan the QR code below to learn the instructions for the game *Spyfall*.**

<https://www.spyfall.app/gamerules>



3. **Open the link or scan the QR code below to watch a group playing *Spyfall* to have a better idea how it is played.**

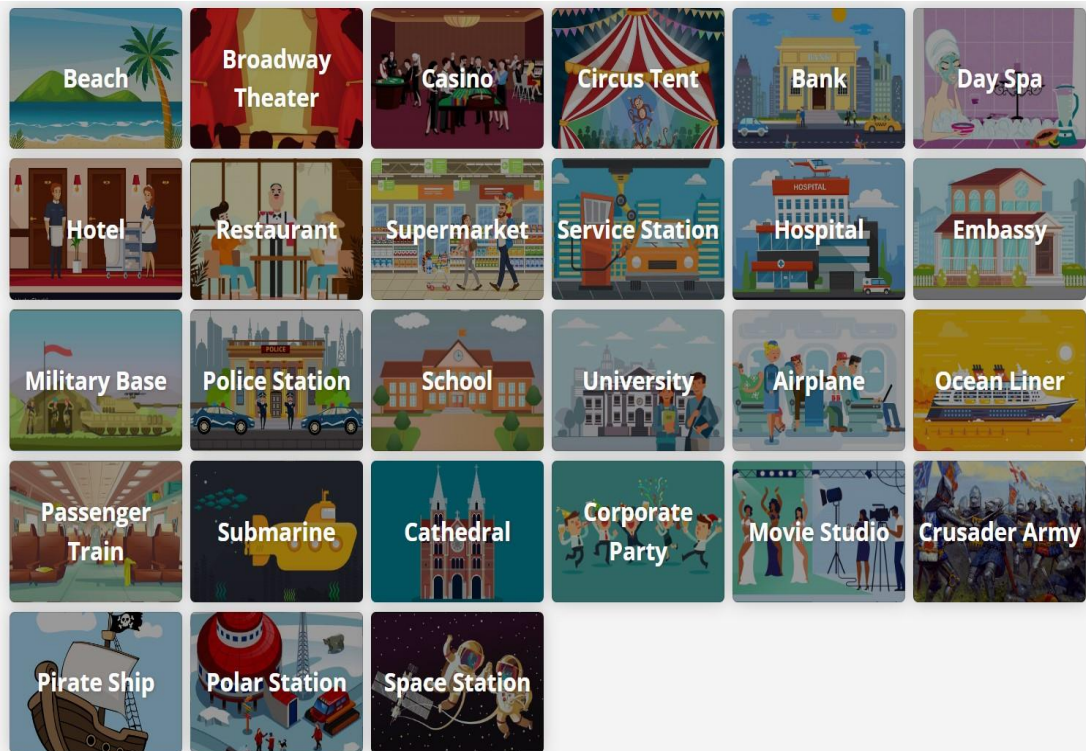
<https://tinyurl.com/3bmvwvdy>



- Define your group members who will play the game.
- Choose one to host the game.
- Go to <https://www.spyfall.app>
- The student who has been chosen as the host, clicks on **'HOST NEW GAME'** while others click on **'JOIN GAME'** and enter the invite code.
- When everybody has **'READY'** next to their names, the host clicks on **'START GAME'** below.



4. **Possible locations you may be at:**



**Samples of questions to ask:**



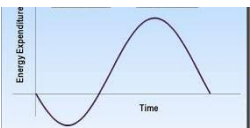









## Unit 7, part 1

### Let's mime it!

Drama activity: Miming

1. Match the pictures to the phrases on the right following the example.

2.		<u>  f  </u>	<b>k.</b> drown
5.		<u>      </u>	<b>l.</b> ebbing and flowing
6.		<u>      </u>	<b>m.</b> prayer
7.		<u>      </u>	<b>n.</b> break open
8.		<u>      </u>	<b>o.</b> masses
9.		<u>      </u>	<b>p.</b> flames
10.		<u>      </u>	<b>q.</b> choke
11.		<u>      </u>	<b>r.</b> sulking
12.		<u>      </u>	<b>s.</b> sail
13.		<u>      </u>	<b>t.</b> veins

**2. Put the words below in the correct place.**

<i>inhibited</i>	<i>ashes</i>	<i>pain</i>	<i>drive</i>	<i>dove</i>
------------------	--------------	-------------	--------------	-------------

1. She felt some sharp \_\_\_\_\_ in her chest before collapsing.
2. I have always been \_\_\_\_\_ which was caused by my lack of self-confidence.
3. When wood burns down, all that is left is \_\_\_\_\_.
4. \_\_\_\_\_ is the symbol of peace.
5. His \_\_\_\_\_ to succeed came from his grandfather's example.

**3. Look at your teacher's miming and guess the expressions.*****Let's play!***

*You will be given cards with expressions which you will need to mime for your friends to guess.*

## Unit 7, part 2

### Let's sing it!

Drama activity: Singing

1. Listen to the song "Believer" by Imagine Dragons and fill in the blanks.

### Imagine Dragons Believer

First things first,  
I'ma say all the words inside my head,  
I'm \_\_\_\_\_<sup>1</sup> and \_\_\_\_\_<sup>2</sup>  
the way that things have been, oh-ooh,  
The way that things have been, oh-ooh.

Second things second,  
Don't you tell me what you think that I  
could be  
I'm the one at the **sail**, I'm the master  
of my sea, oh-ooh,  
The master of my sea, oh-ooh.  
I was broken from a young age  
\_\_\_\_\_ my **sulking** \_\_\_\_\_<sup>3</sup> the **masses**,  
Writing my poems for the few  
That looked at me, took to me, shook off  
me, feeling me  
Singing from heartache, from the **pain**,

Taking my message from the veins,  
Speaking my lesson from the brain,  
Seeing the beauty through the...

#### (Chorus)

Pain... You made me a, you made me a  
believer, believer,  
Pain... You \_\_\_\_\_ me \_\_\_\_\_<sup>4</sup> and  
\_\_\_\_\_ me \_\_\_\_\_<sup>5</sup>, believer, believer,  
Pain... Oh let the bullets fly, oh let them  
rain,  
My luck, my love, my **drive**, it came  
from...  
Pain... You made me a, you made me a  
believer, believer  
Third things third,  
Send a **prayer** to the ones up above,

All the hate that you've heard has  
 \_\_\_\_\_ your spirit \_\_\_\_<sup>6</sup> a dove, oh-  
 ooh,  
 Your spirit up above, oh-ooh.

I was **choking** in the crowd  
 Building my rain up in the cloud,  
 Falling like **ashes** to the ground,  
 Hoping my feelings, they would **drown**,  
 But they never did, ever lived, **ebbing**  
**and flowing**,  
**Inhibited**, limited  
 Till it broke open and \_\_\_\_\_<sup>7</sup>,  
 It \_\_\_\_\_<sup>7</sup> like...

**(Chorus)**



**2. Listen to the song and sing along.**

.....  
 Last things last,  
 By the grace of the fire and the  
**flames**,  
 You're the face of the future, the  
 blood in my veins, oh-ooh,  
 The blood in my **veins**, oh-ooh.  
 But they never did, ever lived, ebbing  
 and flowing,  
 Inhibited, limited,  
 Till it **broke open** and \_\_\_\_\_<sup>7</sup>,  
 It \_\_\_\_\_<sup>7</sup> like...


**(Chorus)**

## Unit 8, part 1

### Let's watch it!

*Drama activity: Story telling / Freeze frames*

#### **What are freeze frames?**

*A freeze frame is a form of a still image which we get by stopping/freezing an action. You get a freeze frame when you press the 'pause' button (  ) on a video.*

**1. Here are freeze frames from a famous story. Can you guess the story?**

**N1**



**N2**



**N3**



**2. Now, let's watch a video and see what freeze frames are and how to create them.**

<https://tinyurl.com/ymesbh5e>

## TASK

- a.** In pairs, open the videos your teacher assigned and choose three freeze frames for it – beginning, middle, and end. Take screenshots.
- b.** When you are done, show the freeze frames one by one to your classmates to guess the story.

## ***Let's mime it!***

*Drama activity: Freeze frames / Pantomime*

- 1. With your pair/group, sit a little further from the others so that they don't hear you clearly. Afterwards, follow the instructions below.**
  - a. Think of a famous story, cartoon, or film.
  - b. Once you have decided on your story, cartoon, or film, try to remember its beginning, middle, and end scenes.
  - c. Create three freeze frames for the three scenes – beginning, middle, and end.
  - d. Decide on the roles.
  
- 2. Get ready to show your freeze frames to your other classmates to guess the story, cartoon, or film.**
  - a. When their eyes are closed, demonstrate freeze frame N1. Eyes are open.
  - b. They close their eyes again, demonstrate freeze frame N2. Eyes are open.
  - c. After demonstrating freeze frame N3, they need to guess the story.
  
- 3. Pantomime the same stories by connecting the three freeze frames. Remember that you should not talk or make any sounds. Change your facial expression according to your role's actions.**

Here is a video with examples:

<https://tinyurl.com/y67775n7>



## Let's improvise!

Drama activity: Improv (Alphabet Improv)

### 1. Read the Alphabet Improv example below in roles.

**Situation:** Two friends meeting in the street

**Starting letter:** L

A: Look who's here! Hey, long time no see!

B: Michael! It's you! How have you been, my friend!

A: Not really good, honestly. I've had better days...

B: Oh! What's the matter?

A: People lost interest in my books.

B: Quite good a writer you are! I can't believe that.

A: Right you are, my friend. But, I'm afraid, others don't think like that.

B: S... (Try to continue from letter "S" until you reach "K".)

### 2. Take a situation card from your teacher and start your improvisation with the given letter following the example above. **RECORD YOUR DIALOGUE!**

Here is the Alphabet in case you need help:

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

## **Let's write it!**

*Drama activity: Story writing*

- 1. In small groups, choose one of the audio recordings of the Alphabet Improv dialogues.**
- 2. Listen to the created dialogue recording and write down the script.**
- 3. Add the narrative part to make it a story. Have a look at an example below.**

### ***The recording***

**A:** Look who's here! Hey, long time no see!

**B:** Michael! It's you! How have you been, my friend?

**A:** Not really good, honestly. I've had better days.

**B:** Oh! What's the matter?

**A:** People lost interest in my books.

**B:** Quite good a writer you are! I can't believe that.

**A:** Right you are, my friend. But, I'm afraid, others don't think like that...

### ***The script***

One day two friends suddenly met in the street. They were happy to see each other.

"Look who's here! Hey, long time no see!" shouted Michael hugging Paul.

"Michael! It's you! How have you been, my friend?" said Paul.

"Not really good, honestly," answered Michael sadly. "I've had better days."

"Oh! What's the matter?" asked Paul.

"People lost interest in my books," answered Michael lowering his head.

"Quite good a writer you are!" said Paul sincerely. "I can't believe that."

"Right you are, my friend," answered Michael. "But, I'm afraid, others don't think like that..."

## Unit 10, part 1

***Let's review it all!***

*Drama activity: Improv / Role plays / Riddles / Debates*

***There are four stations in the classroom – Improv, Role plays, Riddles, and Debates. You can find the instructions and necessary materials on the desk in each station.***

- a. Choose one of the stations and join in the activity.
- b. Read the instructions carefully and start the activity with the others in the same station.
- c. Spend at least 7-10 minutes in each station.
- d. Visit at least 3 of the stations.
- e. At the end try an Improv or one of the role plays in front of the class.

## Unit 10, part 2

**Let's review it all!**

*Drama activity: Drama game (FunGLISH)*

**1. Look at the categories below and add words to each category.**

Color	Size / Shape	Texture / Pattern	Material	Other
<i>green</i>	<i>big</i>	<i>fluffy</i>	<i>steel</i>	<i>Chinese</i>

**2. Look at the flashcards your teacher is showing. Think of words and phrases associated with each flashcard.**

Example:



*squirrel – tree – brown – oak – nut ...*

### **Let's play FunGLISH!**

*You will be given cards with words each of which you will need to choose associated words for so that your team members can guess the words on the card. Remember NOT TO TALK!*

Appendix D

**CLASS PARTICIPATION RUBRIC**

Student Name: \_\_\_\_\_

	Criteria				Points
	25	20	15	10	
<b>Level Of Engagement in Class</b>	Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time.	Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.	Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.	_____
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	_____
<b>Behavior</b>	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	_____
				<b>Total</b> 75 pts. total	_____

*Instructor Comments:*

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Participation Rubric. Winthrop University. (n.d.). Retrieved from

[https://www.winthrop.edu/uploadedFiles/cvpa/THEATREDANCE/library/pdfs/Assessment\\_Databank/theatre/THRA121ParticipationRubric.pdf](https://www.winthrop.edu/uploadedFiles/cvpa/THEATREDANCE/library/pdfs/Assessment_Databank/theatre/THRA121ParticipationRubric.pdf)

Final Writing Test

Name \_\_\_\_\_

**English through Drama**

What do you remember?

**A. Complete the sentences with a suitable word from below. Change the form if needed.**

<i>strainer</i>	<i>doubt</i>	<i>sulking</i>	<i>choke</i>	<i>be deceived</i>
-----------------	--------------	----------------	--------------	--------------------

1. He has definitely left. Of that I have no \_\_\_\_\_.
2. The young man nearly \_\_\_\_\_ on his drink when he heard the news.
3. They \_\_\_\_\_ all \_\_\_\_\_ by the rumors and lies.
4. She was searching for the kitchen \_\_\_\_\_ but could not find it anywhere.
5. The little girl looked at her mom with a \_\_\_\_\_ face.

\_\_\_\_/ 5

**B. Match the beginning of the sentence (1-5) to its end (a-e).**

- |   |                          |   |
|---|--------------------------|---|
| 1. He could not solve the problem...      | <input type="checkbox"/> | a. ... and went on blaming her best friend. |
| 2. I was startled ...                     | <input type="checkbox"/> | b. ... by the knock at the door.            |
| 3. Nobody asked for his opinion,...       | <input type="checkbox"/> | c. ... without his family's help.           |
| 4. She didn't want to accept her guilt... | <input type="checkbox"/> | d. ... without real evidence.               |
| 5. They could not prove his innocence...  | <input type="checkbox"/> | e. ... so he just left.                     |

\_\_\_\_/ 5

**C. Circle the correct answer.**

1. \_\_\_\_ is courage and belief in yourself to step forward.  
a. Sometimes      b. All it takes      c. It takes
2. It was \_\_\_\_ of him to refuse the job offer.  
a. foolish      b. generous      c. fierce
3. There were no lights left on in the building, \_\_\_\_ the one on the top floor.  
a. save for      b. expect      c. include
4. After \_\_\_\_ around for nearly the whole day, they finally decided to take some rest.  
a. wondering      b. wandering      c. breaking
5. She couldn't stand being in the water as she had nearly \_\_\_\_ years before.  
a. choked      b. swum      c. drowned

\_\_\_\_/ 5

**TOTAL: \_\_\_\_/15**

# Ted Talk Rubric

Name: \_\_\_\_\_

Score	Indicators	<u>Excellent Achievement</u>	<u>Competent Achievement</u>	<u>Evidence of Progress Exists</u>	<u>Initial Stages of Achievement</u>
/35  /10	<b>CONTENT</b>  Students understand and express original, creative, and well-developed ideas in a logical and creative manner	<ul style="list-style-type: none"> <li>Detailed ideas are shown throughout in an engaging fashion</li> <li>Presentation is very well-focused, informative, and never gets off topic</li> </ul>	<ul style="list-style-type: none"> <li>Ideas may or may not be presented in an engaging manner</li> <li>Presentation is focused, informative, and rarely gets off topic</li> </ul>	<ul style="list-style-type: none"> <li>Ideas need more specific examples; presentation of ideas could be more complete and cohesive</li> <li>Presentation is focused but tends to get off topic</li> </ul>	<ul style="list-style-type: none"> <li>Ideas need to be made clearer and/or are not presented in a cohesive fashion at all</li> <li>Presentation's lack of focus is distracting; student needs to stay on topic</li> </ul>
/5  /5  /25	<b>PRESENTATION</b>  Students present with appropriate volume levels, clarity and visuals and utilize appropriate body language and eye contact with audience	<ul style="list-style-type: none"> <li>Student speaks clearly, loudly, and with energy; student does not need/rely upon notes</li> <li>Student maintains excellent eye contact, and uses effective body language</li> <li>Engaging visuals/multimedia are used creatively and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Student speaks clearly and loudly, relying very little upon notes</li> <li>Student maintains effective eye contact, and uses appropriate body language</li> <li>Appropriate visuals/ multimedia are used effectively</li> </ul>	<ul style="list-style-type: none"> <li>Student speaks clearly and loudly, but needs to rely upon notes less for presentation</li> <li>Student struggles to maintain eye contact, and uses stiff/unanimated body language</li> <li>Visuals/multimedia could be used more appropriately and/or effectively</li> </ul>	<ul style="list-style-type: none"> <li>Needs to speak more clearly &amp; loudly, and/or reliance upon notes is distracting</li> <li>Student makes poor eye contact, and uses inappropriate body language</li> <li>Visuals/multimedia need to be used much more in the presentation or are missing entirely</li> </ul>
/20	<b>LENGTH</b>  Students present their subject for an appropriate length of time	<ul style="list-style-type: none"> <li>Presentation is 2-3 minutes long</li> </ul> <p>LENGTH: _____</p>	<ul style="list-style-type: none"> <li>Presentation is off time requirement by one minute</li> </ul> <p>LENGTH: _____</p>	<ul style="list-style-type: none"> <li>Presentation is off time requirement by two minutes</li> </ul> <p>LENGTH: _____</p>	<ul style="list-style-type: none"> <li>Presentation is off time requirement by three or more minutes</li> </ul> <p>LENGTH: _____</p>

Total Score:        /100

Comments:



## **Final Ted Talk Topic Options**

1. The most important item I have and why it is important
2. An experience I had that changed my life
3. What made me choose my future profession
4. I am different and that's wonderful
5. One thing I cannot overcome is... (*e.g.*, procrastination, lack of self-confidence, trusting others...)
6. What my dream world looks like
7. How I was able to get rid of a bad habit

