



United Voices Speaking Club Plan

27.11.2025, Thursday

A. Greeting and recalling the previous club's conversation.

Aim: recalling the previous conversation

Time: 15–20 min

Materials: Board, board-marker, a student

How It Works:

T writes the key phrases that were practiced in the previous club. T asks for a member to come in front of the board to get help from the student to write the phrases on the board. T asks and writes:

Teacher: Hello, what is your name?

Student's name: ...

T: How are you?

S:

T: Where do you live?

S:

T: Where are you from?

S:

T: How old are you?

S:

T: How many kids do you have?

S:

T: How many siblings do you have?

S:

The teacher wants to check the members' notebooks to see how they wrote phrases and words from the previous class. The T also checks the task about writing 5 words from a song that they listened to. After that, as the T announced members to pick an adjective



(Hasan—Honest) that starts with their name's initial letter to memorize their names better on the WhatsApp group, the T asks the members' names and adjectives while writing those in the teacher's notebook.

Later on, the teacher explains how the “United Voices” English Speaking Club works thematically. The T writes the themes on the board.

- Conversation Day
- Arts and Sports Day
- Game and Vocabulary Day
- United Voices Story-telling Day

and after a while in the club they'll have:

- Short-Trip Day

At the end of the explanation, the T announces that it is Game Day (as it's the second week of the club, the T had not done a questionnaire about what theme to pick with the members).

B. “Find Someone Who...” game.

Aim: Asking and answering simple questions; practicing present simple

Time: 20 min

Materials: Worksheet, board list

How It Works:

1. Give each participant a list such as:

Example:

Marcel: Hello, what is your name?

Teacher: Hi, my name is Mert. What is your name?

Marcel: My name is Marcel. Nice to meet you.

Teacher: Me too. I have some questions for you.

Marcel: Go ahead.

Teacher:

“Do you like listening to music?”



“Do you like watching movies?”

“Do you like reading books?”

“Do you like cooking?”

“Do you like playing sports?”

Walk around the classroom, and ask your friends these questions. Note your friends’ answers.

2. Members walk around and ask the questions to their classmates while the T plays a song in English on low volume.

3. When they find someone, they write their name.

4. End with a quick share:

“Deniz likes cooking.”

When everyone finishes, T groups the hobbies on the board and asks each member about whom they found related to the hobbies and writes their names under the hobby group. In the end, the T connects this activity with united voices storytelling for the next week. T makes groups of members of 3 related to the hobby groups. Those groups will present a musician cook, a sports person (volleyballer, basketballer, footballer, swimmer, etc.), an actor/actress, and an author.

Benefits:

A2 learners practice *yes/no, simple questions, and personal information* in a fun, low-pressure setting. Members work *interactively*, which boosts their social skills.

C. “Tabu” game.

Aim: telling, demonstrating, drawing words, vocabulary knowledge

Time: 20 min

Materials: vocabulary cards

How It Works:

1. The T distributes vocabulary cards to members.

2. Members tell, demonstrate, and draw the vocabulary and play the Taboo game interactively.

Why It Works:

Helps them practice general vocabulary and learn new words by experiencing them through narrating, demonstrating, and drawing.

Appendices:

Appendix A



Appendix B

