

First lesson: Getting to know you

Main Aim: By the end of the lesson, students will have got to know their classmates and teacher. They will have also developed confidence by speaking to new people.

Subsidiary aims: To develop listening and speaking skills by asking/answering questions and giving/asking for opinions. To improve pronunciation and lexis to describe interests.

You will need:

- Card/sticky labels to use as name badges – 1 per student and 1 for yourself
- Pictures/objects related to you
- Discussion questions (Stage 3) for A1-B1

1. (10 mins) Introductions: Take a register to ensure you have the correct students in your class. Then write your name and a picture on a piece of card. This picture should be related to you e.g. a hot air balloon because it is your dream to travel in one.

Then, give each student a piece of card and ask them to do the same, and put the card on the desk in front of them. Students then introduce themselves and say what the picture represents. They can do this in small groups first, and then feed back to the class in order to build confidence.

2. (15 mins) Getting to know the teacher: It's a good idea for students to learn about you, and for the initial focus to be on you, instead of them, in case they are feeling nervous in a class of new people.

Show students the pictures and objects. Then ask pairs, to write/ask yes/no questions to find out information about you i.e. you show them a pebble and they ask 'Do you like going to the beach?' If you answer yes to the question (so they have guessed correctly) the pair gets a point. Including an element of competition should increase motivation.

Tell students that this task, as with all activities during this lesson, is their opportunity to show how 'good' their English is, so that you can ensure the following lessons offer enough challenge.

You can therefore already start doing error correction. You may choose to do some delayed error correction after the stage, or do some on-the-

spot pronunciation correction, eliciting the correct pronunciation from all the class.

3. (5 mins set up & 20 mins) Getting to know the students:

A1-B1: give students about 10 questions (see some examples below); it is best if they are projected so students can refer to them throughout the activity.

Ask students to look at the questions and think about how they would answer them. Then, explain that they will have one minute to tell each other the answers. The goal will be to keep talking even if they don't cover all the points. The other student will then do the same.

- What sports do you play in your free time?
- What music is on your phone at the moment?
- What's the best food in the world?
- What type of films do you like watching?
- Describe your dream holiday.
- Describe your home town

B2-C1: Give students topics rather than questions in order to raise the level of challenge; the higher the level, the more challenging the topics can be e.g., sports, travel, career goals, dreams, annoyances

Once students have had a few minutes to think, set up the speed dating activity:

- Half the class stands in a close circle, facing one another, and then turns around to face outwards.
- Each remaining student stand in front of one of the students in the circle.
- The students in the inner circle speak for a minute first, then when you clap/shout/stop the music, the student in the outer circle speaks.
- After that minute, the outer circle moves to the left and the task is repeated. Students should speak randomly about the topics so they aren't repeating themselves each time.

Monitor closely during this task, and take notes of any errors related to pronunciation, grammar, or vocabulary.

4. (10 mins) Feedback: During open class feedback, ask students to tell the class something about some of their classmates. Follow this with error correction, encouraging students to correct their own mistakes.