

First lesson with a new group (teacher's notes)

1. Warm-up 10 mins

Aims: to break the ice and foster a safe environment for learning.

Procedure: Introduce yourself. Put the answers to some imagined questions up on the board. For example '47' (How old are you?), 'Edinburgh' (Where were you born?), 'running' (What is your favourite sport?), etc. The questions you are looking for should be at the appropriate level for the class and the facts should be about you, the teacher. Ask students guess the questions. This allows students to get to know you a little. Students can then do the same activity with their neighbours about themselves. This allows students to get to know their neighbours.

2. Find someone who... (Activity 1) 10 mins

Aims: to let students get to know each other

Procedure: Students have to ask their fellow classmates questions in order to fill the blanks. Students go around the class asking until they have found someone who fits the criteria on their piece of paper. They write the name of the student and ask some follow up questions. Set the example. Set the mingle activity, then invite feedback and elaborate.

With high-level students have a game a Snowball fight:

- hand out four sheets of paper to each student and ask them to write the same information on the four sheets of paper, one item per sheet. It doesn't have to be a complete sentence.
- Then ask all students to hold up one piece of paper and scrunch it up into a ball. Do this with all four sheets.
- Now ask students to stand up and divide them into two teams standing at opposing ends of the classroom. Tell them they are going to have a snowball fight with the paper balls they have just made.
- Tell students they have 10 seconds to throw all the snowballs on their side of the classroom at the other group, but when you shout STOP everyone must stop. Build up the beginning of the game by counting down from 3. Once they begin throwing the balls begin counting down from 10 and finally shout STOP.
- Then ask students to pick up any four snowballs that are, by now, scattered over the floor, sit down and open them up to see the information inside.
- Once they have all done this, elicit the questions they need to ask to make another person in the class give the answer they have on the sheet e.g. 'What's your name?' for the information 'Pepe'.
- Now tell students to mingle and find the person who wrote the information on the paper and write that person's name on the paper.
- When all students have finished ask them to tell the class what information they found about other people in the class.

3. Why are you studying English. (Activity 2) 15 mins

Aims: to find out student's reasons for learning English and motivate them.

Procedure: Write on the board "Why do people study English?" Elicit the ideas from the students and write all variants on the board.

Possible answers:

to expand my vocabulary

to speak more fluently

to use appropriate language when I speak

to read texts that are relevant to my work

to overcome language barrier

to use different tenses and other grammar structures accurately

to write formal emails

to be able to understand fluent speech

Give out the handouts. Ask students to watch the video and write down 5 top reasons of studying English. With strong students, just listen to the video for the first time.

key:

- 1) more opportunities
- 2) meeting new people
- 3) exploring different cultures
- 4) health benefits
- 5) discover what you can do

Ask students to watch the video again and mark sentences as true or false and correct the false sentences.

key:

- 1) Lots of employers avoid hiring people who know a lot of people. F (lots of employers want to hire multilingual professionals)
- 2) English is useful only if you want to live abroad. F (it's useful even for a short vacation)
- 3) You can understand your own country better. T
- 4) Learning a language slows down aging. T
- 5) To start speaking a new language you need to learn it for months. F

Ask students to write down their goals and what they hope to accomplish. Ask to take each goal and dig deeper, and get even more specific. Why do they need English to travel? (*They need to check in/check out of hotels, ask questions at the airport/restaurants/etc...*). Get them to discuss their aims in pairs. Invite the feedback and a 'top ten' list which can even be put on the wall for future reference.

With low level students instead of asking to write down their own goal give a questionnaire from annex 1

4. Ways to study English (Activity 3) 15 mins

Aims: to provide speaking practice.

Procedure: Elicit what ways of practising English the students can see.

Key:

- 1) italki- language partners/exchange
- 2) watching films in the original
- 3) mobile apps for vocab training
- 4) reading books
- 5) songs as a listening practice

After that the students should think of pros and cons of each of them. They should remember that we are talking about extra practice outside the classroom.

Possible ideas:

language exchange

- + free practice with native speakers, fun, novelty, live communication
- not professional teachers and sometimes can't explain correctly. It's not suitable for beginners.

watching films

- + engaging, good for vocab expansion, listen to live language
- no communication, not suitable for beginners

mobile apps

- + convenient way for vocab revision, well-structured, you can practise everywhere
- can't provide communication, can be tiring for your eyes especially if you work at your computer all day long.

reading books

- + great way to expand vocab, engaging, you can discuss books with your friends or teachers, makes you more educated person
- can be expensive to buy paper books and not always convenient to take with you. Not all people enjoy reading.

Songs as a listening practice

- + examples of everyday English, engaging, catchy- you can memorize the words easier if you like the song
- not all music styles may appeal to you, no real communication.

Then the students should discuss in pairs the ways they study English outside the class and find what they have in common.