

Beginner First Class
(Appropriate for levels 1a-2a)

Materials

name tags or index cards/paper for table tents
marker
white board
alphabet flashcards (make your own or download from the Internet)
paper for exit tickets

Before class:

Write a simple agenda on the board. Although your students will not understand it at this point, they will get used to seeing it and as the term progresses, they'll be able to follow the flow of the class.

1. Introductions

Introduce yourself and write on the board:

Welcome to English class. My name is Mary.

Go around the room and have students say their first names.

Hand out table tents or name tags and have students write their first names. Help any students who are having difficulty. Go around the room again and have everyone repeat each person's name.

Make sure students record your name and other important class information such as a contact phone number—either by entering it into their cellphones, or writing it down

2. TPR (total physical response) Classroom commands

Act out the following actions and have students imitate you. At this point, they do not need to repeat. By following your instructions, they will feel they've learned and understand some English without being put on the spot.

Stand up.

Sit down.

Open your book.

Look at the picture.

Close your book.

You may want to write these sentences on the board or on sheets of paper that you can post each class.

3. Confidence building

Elicit English words that students already know. For example, draw a stop sign and point to the word stop. See if students recognize the word. Encourage them to shout out other words. (For Spanish speakers, some cognates are *sandwich, student, class*) Other students may know simple classroom vocabulary such as table or chair. You can label these items in your classroom for students to refer to. Encourage them to record new words in their notebooks.

4. Alphabet

Write the alphabet on the board as you say the letters. Have students repeat each letter after you. Once the whole alphabet is up, repeat it several times. Next, as students repeat, erase the letters that everyone is saying correctly, leaving only the more difficult ones on the board. Repeat those several times.

Print out alphabet flashcards from a site such as esflashcards.com, or make your own set using 3X5 index cards. Have students stand in a circle, and show a card to one student. If the student says the letter correctly, he/she keeps the card. If they mispronounce the letter, move on to the next student. Go around the class until all cards are used up. The winner is the student with the most cards at the end.

(Note: learning the complete alphabet is not essential at this point. If your students are having a lot of difficulty, focus on the letters they will need to spell their names.)

5. Conversation

Write the following conversation on the board and read it to the class. Use your name and a student's name. It can be helpful if you change your voice, or stand on opposite sides of the board to indicate that two people are talking.

- A) Hello! My name is (Mark). What's your name?
B) My name is (Lupe).
A) Spell it, please.
B) L- U- P-E.
A) Nice to meet you.
B) Nice to meet you, too.

Divide your class into two groups and do choral repetition, with half of the class repeating A's lines and Half repeating B's lines. After you've gone through it a couple of times, switch and repeat several times.

Next, have students work in pairs with the person next to them. As they practice, walk around the room and make corrections as necessary.

Ensure that each student can spell his/her first name. After they've practiced a couple of times, ask for a pair of volunteers to perform for the class. Praise their efforts.

You may also want to focus on firm handshakes at this point.

For further practice:

Write out the dialog above and cut it into strips with one line on each strip. Have pairs put the conversation in order. Then ask them to copy it in their notebooks.

6. Spelling review

Play hangman with your students using the words elicited from the previous activities. Draw a simple gallows on the board and think of a word. Write the corresponding number of spaces under the gallows. Ask students to call out letters. If they are correct, write them in the correct spaces. If they are not the letters in the word (or are mispronounced) then begin to draw a person—head, body, legs, arms, etc. Game ends when someone guesses the complete word, or the whole body is drawn.

Play several rounds of this game. Encourage students to lead the game.

7. Review

Before ending class, do another round of the introduction dialog. A fun way to do this is to have students stand up and form two lines facing each other. One line is Part A, and the other line is Part B. Have students say the dialog with the person directly across from them. Then have the first person in one line move to the end, so that students repeat the dialog with a different partner. Continue this pattern, with the first person moving to the end. Partway through, switch roles, so that the line reading part A, now reads part B. This way students will have multiple chances to repeat the dialog in a fun and dynamic way.

Do another quick round of TPR.

8. Homework

Ask students to write out the dialog practiced in class.

Have them record 2-3 other English words they already know.

Ask students to make, or provide them with alphabet flashcards and ask that they practice the letters.

9. Exit Ticket

Hand out strips of paper, and ask students to write a new word or sentence they've learned in class.