



High Beginner First Class (Appropriate for levels 2a-4a)

Materials

paper for table tents or name tags, marker, white board,
contact list-reproducible 1
strips of paper to write daily activities on
real objects or pictures of items for sale
print ad from newspaper
bingo grid-reproducible 2

Write a simple agenda on the board, so students know what to expect each class.

1. Introductions

Introduce yourself and write your name on the board.

Next write a series of five numbers and words that are related to your life. Have students ask you questions to determine the meaning of these.

For example, I might write 3Magnolia2011skiing2

In my case this could refer to 3 children, grew up on Magnolia St, moved to USA in 2011, enjoy skiing, and have 2 sisters.

As students ask you questions, record the correct form of the questions on the board. Leave this up for students to refer to as they question each other.

Next, have students write their own series of numbers and words. (For lower level classes, you might want to have series of three items rather than five.) In pairs, have students ask and answer questions to discover what their series means.

Then have each student introduce their partner to the group.

2. Line Ups: Getting to know each other

Lining up according to some piece of information is a great way to get students to interact without being stressed.

Have everyone stand up and line up according to:

- Birthdate (month and day)
- Height
- Hair length
- Number of siblings
- How long they've lived in the US
- Etc.

3. Alphabet Bingo Review

Write the alphabet on the board and say each letter having the whole class repeat after you. Do this a couple of times, and then ask for volunteers to repeat the whole alphabet.

Next have students make a 3x3 grid on a piece of paper (or hand out Bingo Grids-reproducible 2). Have students put one letter in each of the nine spaces. (Since vowel names are usually difficult, you may want to require that they include at least one vowel.) Call out one letter at a time. As soon as a student gets three in a row, he or she should shout *Bingo!* Encourage a student volunteer to lead the next round.

4. Contact Information

Hand out MY CLASSMATES (reproducible) to individual students. Model how to ask for and provide phone number and email. If necessary, write the questions on the board for students to refer to.

- What's your name?
- How do you spell that?
- What's your phone number/email?
- How do you spell that?

Have students mingle and get contact information from at least three classmates. Stress the importance of their contacting one another to find out what was covered in class if they miss.

5. Daily Activities

Review Daily Activities with students. Write each of the activities on a strip of paper. (Add others as appropriate). Have students stand in a circle and pick a strip, then act out the activity. Take turns guessing the activity, making sure to use complete sentences. (E.g., "She's washing her hair." Or she washes her hair.")

- get up
- shower
- eat breakfast
- get dressed
- go to work
- eat lunch
- go to English class
- eat dinner
- brush my teeth
- go to bed
- watch TV

Once students have reviewed the meaning of these, have everyone stand in a circle, representing a clock. Students need to say a sentence corresponding to their location on the clock. For example, a student standing at the 5:00 position might say, "At 5:00, I make dinner." When they finish this activity, have each student write 3 daily activities on a paper.

At (time), I (activity).

Collect all the papers and hand them out to different students. Have students read out the sentences and guess who wrote them.

6. Number Pronunciation Review

Practice pronunciation of –teen vs. –ty.

On the board make a chart with the following numbers:

13	30
14	40
15	50
16	60
17	70
18	80
19	90

Ask students to come to the board to write out the numbers.

Have the whole class repeat each number after you. First go down the columns, then across the rows.

Point to numbers and have students repeat them.

Next say a number in each row. Have students indicate if the number is in column 1 or column 2. Then, say three numbers. For example, thirteen, thirteen thirty and have students tell you which (1, 2, or 3) is different.

7. How much/how many Review

Bring in some objects or magazine pictures or label some items in the classroom with prices.

Include some of the numbers just practiced.

Model the dialog below, and then put students in pairs to ask and answer questions about prices.

A. How much is/are the _____?

B. It's/They're _____?

8. What Can You Do?

Write several sentences on the board based on what you covered in class today. Ask students to copy the sentences that are true for them. Possible sentences:

- I can spell my name in English.
- I can say the alphabet.
- I can say what I do every day.
- I can say how much something is.
- I can _____.

As an “exit ticket”, have students tell you one thing they can do in order to leave the room at the end of class.

9. Homework

Have students look at a print or online ad and write three sentences such as a , “Tomatoes are \$1.29, or Notebooks are 85 cents. If needed, the teacher can supply the ads.