



Intermediate/High Intermediate First Class (Appropriate for levels 4-6)

Materials

Nametags or index cards/paper for table tents

markers

white board

Pieces of string (one for every 2 students), approx. 2 ' long

Index cards (3x5 cards) for goal setting (at least one per student)

Find someone who-reproducible 1

2 fly swatters (or rolled up newspaper)

Exit Ticket – reproducible 2

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

1. Ice breaker

Introduce yourself to the class and write your name and contact number on the board.

From students, elicit questions we ask when we meet someone, or questions to ask classmates after a vacation.

Write questions on board. Model asking questions and getting answers from a student.

Take the strings (one for every two students) and hold them so that the two ends are hanging down. Have all students come forward and hold onto a string. Let go and have students see who their partner is. Spread out and have partners interview each other using the questions on the board or others. As students speak, monitor and take note of mistakes to go over later.

After interviewing their partners, have students introduce their partners to the class.

2. Goal Setting

Setting goals and getting students to commit can increase retention and learning. The beginning of the term is a good time to set goals.

Use a 3x5 card for students to write their answers to the following questions:

1. What do I want to do with my English? (Here students write a big goal, such as speak with teachers, or medical professionals.)

2. What can I learn or improve this term? (You can provide suggestions such as a specific verb tense, pronunciation, a certain number of vocabulary words, etc.)

3. What can I do to reach my goals? (Ask your students to commit to doing homework, watching TV in English, speaking in English outside of class, etc.)

3. Activities (Verb) Review

Have all students stand in the middle of the room. Then read out two alternative activities and ask students to move right or left.

For example, you say, “watch TV or go to the movies”. Students move to the right if they prefer to watch TV, or to the left if they prefer to go to the movies. Say other pairs of activities that are appropriate for your group.

Suggestions:

- Work in the garden/clean house
- Exercise at the gym/walk in the park
- Make dinner/eat at a restaurant
- Study/work
- Listen to music/dance

Next, do a “Find someone who...” activity with the past tense. See Find someone who-reproducible 1. Insist that students use the correct form of the past tense in their questions.

4. Errands –Places and Activities Tic-Tac-Toe Review

Elicit a list of locations where students run errands and write them on the board. (For example: bank, supermarket, mall, post office, drugstore, gas station, etc.)

Next, draw a 3x3 grid on the board. Write one of the locations in each space on the grid, similar to the example below

supermarket	bank	nail salon
restaurant	mall	drugstore
post office	hardware store	car wash

Divide students into two teams (Xs and Os) and explain that they will be playing tic-tac-toe. The object of the game is to get three marks in a row.

In order to write the X or O, the team must make a sentence stating what they do at the location. For example, if the first person says, “I buy new clothes at the mall,” that team would get an X in the center square.

5. Fly Swatter Game (vocabulary review)

Divide the class into two teams. Each team should line up in front of the board. The first person in line holds a flyswatter. (If no flyswatters are available, use markers, or rolled up newspaper) Write a following list of 10 – 15 professions on the board. (Include your students’ professions!)

Read a sentence defining a profession, (e.g. This person works with lawns and gardens: landscaper) and have the first person in line for each team run to the board and hit the correct profession.

6. Comparative and Superlative Review

Make sure everyone can be identified by their nametag or table tent.

Write a couple of example sentences with superlatives or comparatives on the board. (E.g. Na is taller than Maria. Stefano is the tallest.)

Put students into groups of three or four and ask them to look around the room. Their task is to write 5 sentences as a group about their classmates using comparatives and/or superlatives.

After all the groups have completed the task, ask for a volunteer from each group to write the sentences on the board. Go over the sentences with the whole class, eliciting corrections from the group.

To make the activity more game like, give two points to each unique sentence, and one point to each correct sentence is repeated.

7. Wrap Up

Hand out exit tickets (see Exit Tickets – reproducible 2) to students and have each student write down something new they learned, something they remembered. Stand by the door, and take students tickets as they leave.