Welcome to English 1.1

Cross the classroom

Language focus
functional classroom language practice

Key vocabulary
functional classroom language and classroom items:
book, coloured pencil, folder, homework, pen, pencil, pencil sharpener, rubber

Skills focus
speaking: asking questions using functional classroom language

Level
elementary

Time
60 minutes

Preparation
for the warm-up – one enlarged set of picture cards and speech bubbles (on card if possible) to use with the whole class; blu-tak; one set of cards, cut up, and one photocopy of the board game and a coin for each group of 3 or 4 students, a counter for each student (or they could use a paperclip, sharpener or rubber)

Extra notes
By spending some time revising useful language at the beginning of a new term, we remind our students that we expect them to use English whenever possible.

Warm-up

1 Show students your enlarged picture cards one by one and ask them to guess what classroom language each represents. They may come up with slight variations to what is in the speech bubbles and that's fine. Stick the picture cards on the board so everyone can see.

2 Now show the speech bubbles one by one and ask for volunteers to come up, read them out and stick them next to the corresponding picture card.

3 Give students the chance to practise saying the language by doing some snappy choral drilling. Model the language and ask students to repeat after you.

Main activity

1 It is important to do the warm-up before the main activity. Put students into groups of three or four and give each group a copy of the board game (page 11), a set of cards (page 10) and a coin. Each student will also need a counter.

2 The aim of the game is to move from the classroom door to the board. Students can choose their route through the board. However, to add an extra challenge, the rule is that students can't move onto a circle if another player is already on it. They have to go around them. Only one player at a time can be on each circle.

3 Instead of using a dice, students toss a coin. If they get 'heads' they can move two spaces, 'tails' one space. Students should look at the picture they land on and make a full sentence connected to it. For example, if they land on the pencil sharpener, they should say: *Can I borrow a pencil sharpener, please?* or *Do you have a pencil sharpener?* or *How do you say* (pencil sharpener in their language) *in English*? The other group members should decide if the sentence is valid or not. If it is not valid, they must move back to where they came from.

4 If a player lands on a Team question circle, the player on their right should ask them a question related to classroom language. For example: *What do you say if you forget your homework?* or *What's this in English?* (pointing to something in the classroom). Write on the board *What do you say if …?* as a model. The player must answer correctly, or move back.

5 If a player lands on a 'Take a card' circle, they should turn over one of the cards. If it is a word card, they should translate it into their own language. If it is a picture card, they should say the sentence it represents.

6 The winner is the first person in each team to reach the board.

Follow-up

◯ Put students into groups of three or four and give each group a set of cards from Part 1 to play 'Pelmanism':
 – Place all the cards face down on the table in random order.
 – Player 1 turns over two cards and reads the words on each card or says the words the picture represents. If the cards match, Player 1 keeps the cards. If they don't match, Player 1 puts them back in the same place, face down.
 – The next player has a turn. Play until there are no cards left. The winner is the person with the most matching pairs.

◯ Make classroom language speech bubbles to display around the classroom. If the classroom language that you expect your students to use during the class is visible in the room, it is easy for you to encourage its use by simply pointing to the correct speech bubble when the students make mistakes or use their own language.

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1.1 Cross the classroom

Cards

|		
I'm sorry I'm late.	Can I borrow a … please?	I'm sorry. I've forgotten my …
How long do we have to do this?	Have you finished? Yes, I've finished. No, I haven't finished.	Can I go to the toilet, please?
Sorry, but I don't understand.	Could you repeat the instructions, please?	How do you say … in English?

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1.1 Cross the classroom

Board game
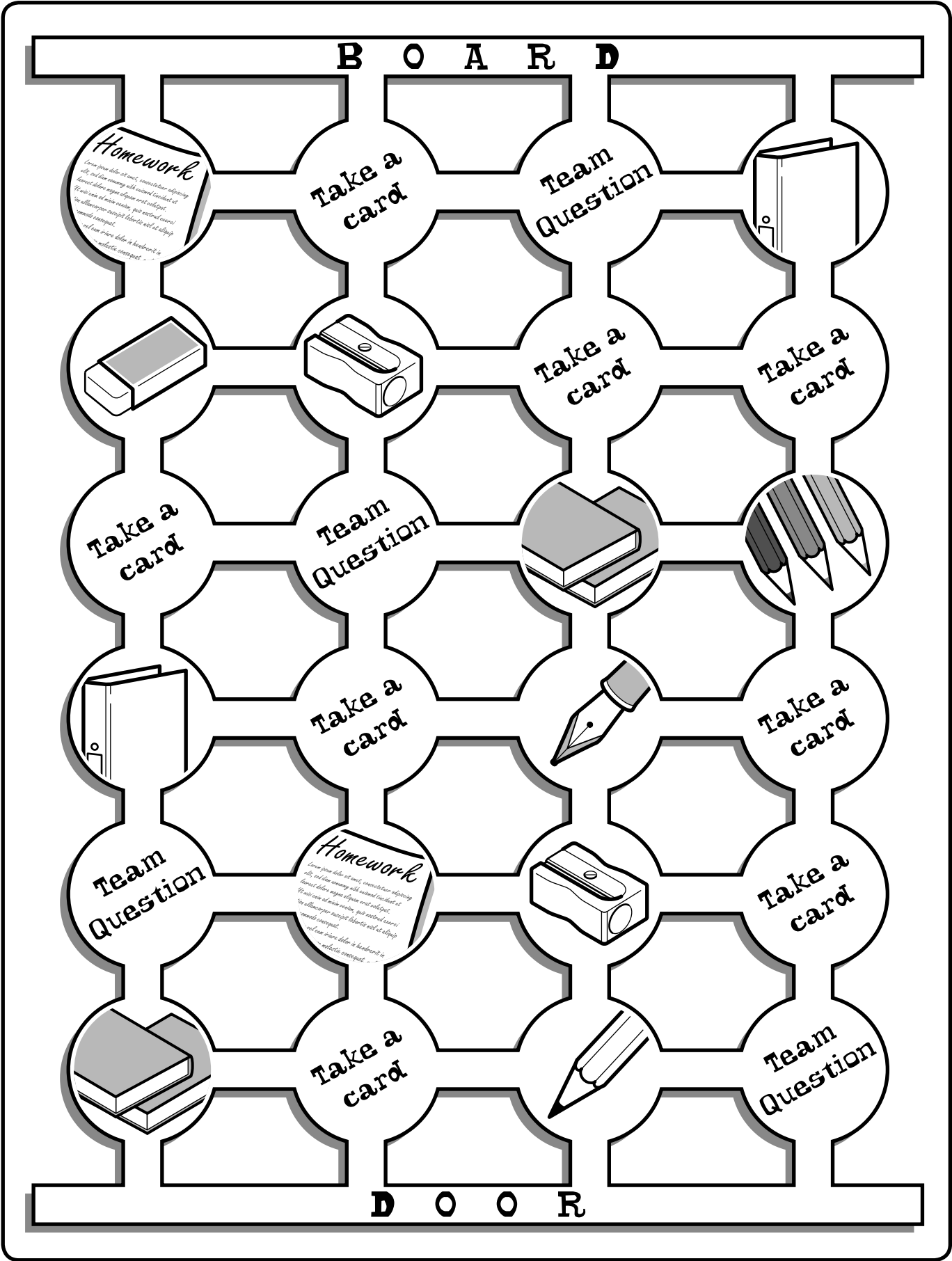
Welcome to English 1.2

New term resolutions

Language focus
expressing personal strengths, weaknesses and preferences; *will* for decisions

Key vocabulary
activity, favourite, I'm (not) good at … , the best/worst thing …

Skills focus
reading, dictating and writing: resolutions

Level
intermediate

Time
60 minutes

Preparation
one photocopy for each student and one photocopy (enlarged and cut up) of the sentence beginnings at the bottom of this page

Extra notes
This activity is designed to be used near the beginning of a course or a new term with a new group of students. It gives you the chance to find out how they feel about learning English, what types of activity they enjoy and what they consider to be their strengths and weaknesses of language learning.

Warm-up

● Write on the board ENGLISH CLASS and ask your students to connect as many relevant words as they can in the form of a crossword so there are interlinking words. Whoever links the most words in a set time wins.

Main activity

❶ Stick the enlarged dictation sentence beginnings (see bottom of this page) on the wall around different parts of the classroom.

❷ Put students into pairs of 'walker' and 'writer'. The 'walker' has to go to each of the dictation strips in turn, read it, remember it, return to their partner and dictate the sentence to them. Their partner has to write it on their activity sheet in the corresponding space. Tell students to make sure that the sentence numbers correspond.

❸ Give each student an activity sheet and tell them that these must stay on the desks at all times. 'Walkers' must not take the sheets with them and they must not shout to their partners from across the room.

❹ Set a time limit and ensure all students start at the same time if you are planning to have a class race. If you wish, halfway through the activity students can change roles, and the 'walkers' become the 'writers'.

❺ Check that all students have written all six sentence beginnings and then ask them to complete the sentences so they are true for them. Ask for some examples to ensure all students are on track. For example:
*In English I'm very good at **reading and learning new vocabulary.***

❻ Ask students if they have ever made 'New Year's resolutions' at the beginning of a new year and listen to some of their examples or share some that you have made in the past. Now ask your students to think of a 'New Term resolution' for the English class. Give some examples, but encourage students to think for a minute about themselves and their learning before they write their resolution and sign it. Examples could be:
I will try to do all my English homework this term or *I will listen when the teacher is explaining the activities* or *I will try to talk only in English.*

❼ At the bottom of the resolution there's a space for the teacher or student to add a signature at the end of the term if the resolution was achieved.

Follow-up

◉ Collect in the answer sheets and try to respond to some students' comments in future classes by incorporating some of their favourite activity types or working in a supportive way on areas that they find difficult.

◉ Display students' resolutions on group posters round the classroom as a constant reminder of their New term resolutions.

✂

1	In English I'm very good at …	4	For me, the best thing about English is …
2	In English I'm not very good at …	5	My favourite activities in the English class are …
3	For me, the worst thing about English is …	6	In the future I think English is going to be …

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1.2 New term resolutions

Name:

1 In _____ _____ very _____ _____

....

2 _____ _____ _____ not _____ good _____

....

3 _____ me, _____ worst _____ about _____ _____

....

4 For _____ , _____ _____ thing _____ English _____

....

5 My _____ activities _____ _____ _____ _____ are

....

6 In _____ _____ ____ _____ _____ ____ going ____ ____

....

My 'new term resolution' for this English class is:

_____

_____

_____

Signed _____

Achieved on (date): _____

Signed _____

CAMBRIDGE

Welcome to English 1.3

Dictionary dive

Language focus
dictionary definitions

Key vocabulary
parts of speech: *noun, verb, adjective, adverb*

Skills focus
using a dictionary and becoming familiar with the style of dictionary definitions; speaking: sounding convincing writing: definitions

Level
upper-intermediate

Time
45 minutes

Preparation
one set of cards per class; access to dictionaries, preferably monolingual; two or three blank cards per small group

Warm-up

● If you have a class set of dictionaries, distribute them amongst your students so everyone can see one, and have a quick dictionary quiz. Ask questions to get your students using the dictionary and looking up words. For example:
Where can you find a list of the phonemic symbols?
What word comes straight after 'cauldron'?
What information do you get next to a word, apart from its definition?
How do you pronounce the word 'mischievous' and what does it mean? (Write the word up on the board, don't say it out loud! Get students to look up the word and use the phonemic script to get the correct pronunciation.)

Main activity

❶ This activity is based on a popular word game. The idea of the game is for participants to create fictitious definitions for words and try to trick their opponents into believing the invented, rather than the real, definition.

❷ Before you begin, demonstrate the game using the word 'bamboozle'. Read the three definitions convincingly and ask students to vote on the correct definition. (The correct answer is underlined.)

> **WORD bamboozle**
>
> <u>**Definition 1** *verb*. (informal) To trick or deceive someone often by giving them confusing information. E.g. She was bamboozled into revealing her credit card number.</u>
>
> **Definition 2** *noun*. A person with a short concentration span. E.g. Weren't you listening? You're such a bamboozle!
>
> **Definition 3** *verb*. To walk slowly, without a final objective. E.g. She loves bamboozling around the town centre.

❸ Divide the class into pairs or small groups and give each group a definition card or two (depending on your class size). Give them time to write two false definitions in the spaces. As they do this, monitor carefully and help students to write definitions that sound like they have come from a real dictionary.

❹ Groups take it in turns to read out their definitions to the class convincingly and keeping a straight face.

❺ Award points to the teams who guess the definitions correctly.

❻ After this round, give students some blank cards. In groups students should create two or three definition cards. They should look through a dictionary to find words they think may be useful or interesting to present to the class. Using the dictionary for the real definition, and their imaginations for the two false definitions, you will have enough cards to play another round of the game.

Follow-up

◉ If you have Internet access in your classroom, show students some examples of online dictionaries. The definitions for this activity have been adapted from the Cambridge online dictionary: http://dictionary.cambridge.org/

◎ Students write a list of top tips for using a dictionary.

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1.3 Dictionary dive

WORD scrimp /skrɪmp/

Definition 1: ....

....

Definition 2: *verb.* To save money by spending less than necessary. E.g. *Don't travel on FLYFREE airlines, they **scrimp** on security!*

Definition 3: ....

....

WORD gadget /gædʒ.ɪt/

Definition 1: ....

....

Definition 2: ....

....

Definition 3: *noun.* A small device or machine with a specific purpose. E.g. *I've just bought a new **gadget** for cleaning my keyboard.*

WORD tickle /tɪk.l/

Definition 1: *verb.* To touch someone lightly with your fingers, often making them laugh. E.g. *Stop **tickling** me!*

Definition 2: ....

....

Definition 3: ....

....

WORD spotless /spɒt.ləs/

Definition 1: *adjective.* Extremely clean. E.g. *The house was **spotless**.*

Definition 2: ....

....

Definition 3: ....

....

WORD hullabaloo /hʌl.ə.bəluː/

Definition 1: ....

....

Definition 2: ....

....

Definition 3: *noun.* (old fashioned) A loud noise made by angry people. E.g. *The protesters were making a real **hullabaloo**.*

WORD doodle /duː.dl/

Definition 1: *verb.* To draw pictures or patterns when you're bored or distracted. E.g. *He was **doodling** during the English class!*

Definition 2: ....

....

Definition 3: ....

....

WORD chuffed /tʃʌft/

Definition 1: ....

....

Definition 2: *adjective.* (informal) Pleased or happy. E.g. *He was **chuffed** she asked him out.*

Definition 3: ....

....

WORD whinge /wɪndʒ/

Definition 1: ....

....

Definition 2: ....

....

Definition 3: *verb.* To complain about something that doesn't seem important. E.g. *Will you stop **whinging**, please!*

WORD dimwit /dɪm.wɪt/

Definition 1: ....

....

Definition 2: *noun.* A stupid person. E.g. *Oh no, I forgot my book again, I'm such a **dimwit**!*

Definition 3: ....

....

WORD wanderlust /wɒn.də.lʌst/

Definition 1: *noun.* The desire to travel far away and to many different places. E.g. *Everyone's full of **wanderlust** in the summer.*

Definition 2: ....

....

Definition 3: ....

....

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Technology 2.1

Teenspace

Language focus
giving personal details;
love / hate / don't mind +
gerund

Key vocabulary
ambition,
favourite thing, future,
graffiti wall, hobby,
message board,
status, wish (noun),
worry (noun)

Skills focus
writing and reading
personal profiles and
writing comments in
response to them

Level
elementary

Time
40 minutes + an optional
5 or 10 minutes per class
for the next 3 or 4 classes

Preparation
one photocopy for
each student, enlarged
to A3 size if possible;
sticky notes or labels for
students to update their
'status' in future classes.
Try to have a look at
Facebook and *MySpace*
on the Internet before
the class, if you are
unfamiliar with this type
of website.

Extra notes
This activity can also
be used successfully for
higher levels as most of
the language is student
generated.

Warm-up

❶ Write on the board THE INTERNET (or play a quick game of Hangman to get it on the board). Then ask students what they think about when they think of the Internet and write their ideas around the main word like a mind map. They may suggest some of the following: WWW (world wide web), email, chat rooms, shopping, messenger, blogs, personal web pages, etc.

❷ Whether or not it's mentioned, ask students about any personal web pages they may have or know about such as *MySpace* or *Facebook*. Even if these sites are new to you, you may well find that your teenage students are familiar with them, and if they are, try to use the natural information gap between you and them to find out as much as you can from your students.
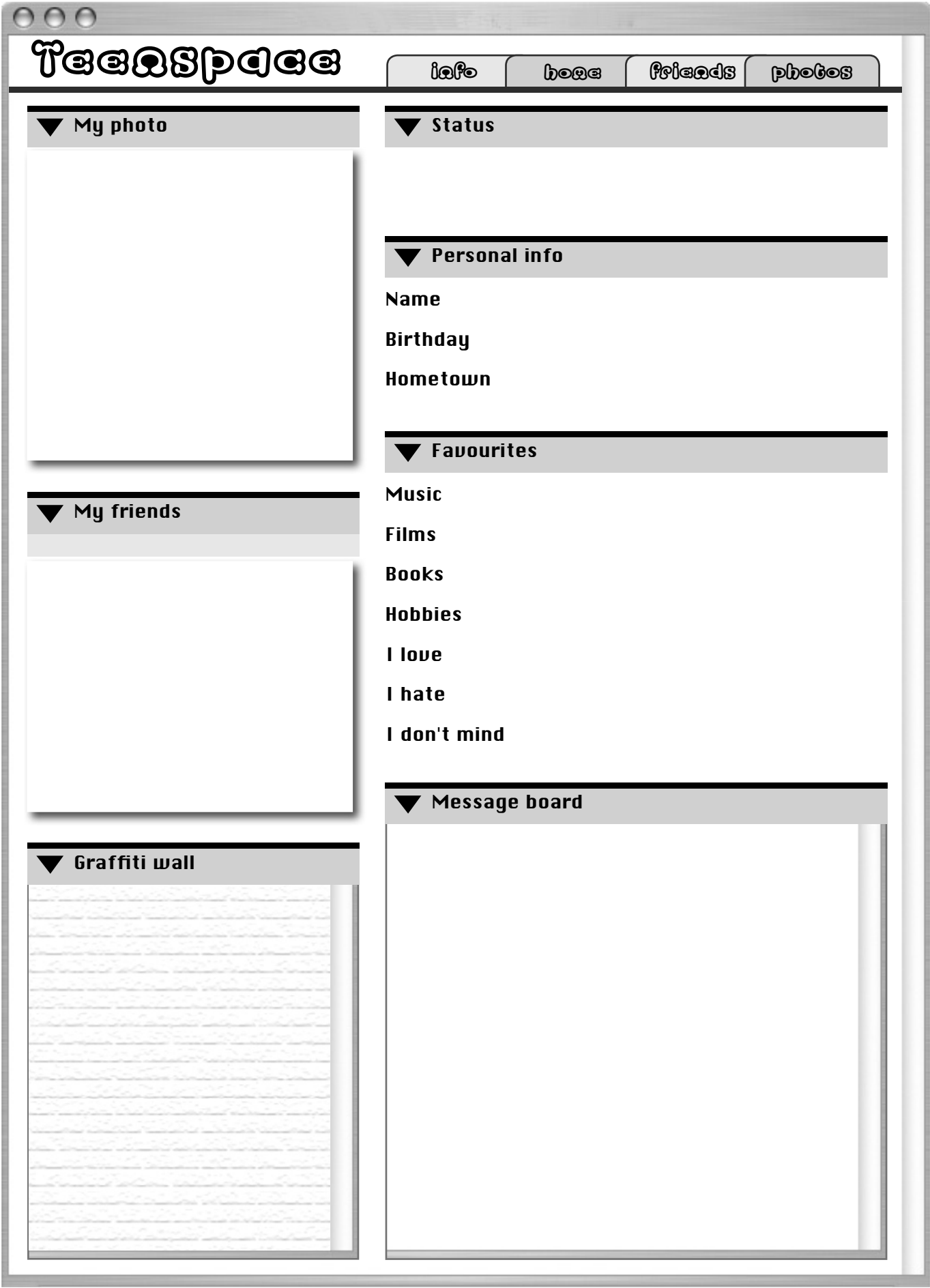
Main activity

❶ Give each student a copy of the activity sheet. Ask them to bring in a photograph or a picture to stick on the page for the next class. It doesn't have to be a photo of themselves; it could be a picture that shows something they love or anything that will represent them.

❷ Ask students to complete the personal information (name, birthday, etc.). The 'Status' section is for them to put how they're feeling at that moment. For example, *Janet is tired because she went to a party last night* or *Pablo is happy because it's his birthday tomorrow*.

❸ Next, students fill in the Personal info and Favourites sections. When these sections are completed you can display the Teenspace profiles on the classroom wall or, if that isn't practical, put students into groups of six or seven and they can pass the profiles around the group. The students should read their classmates' profiles. If they want to write a comment or a question, they should do this on the 'message board'. If they want to draw a picture or make a statement, they can do this on the 'graffiti wall'.

❹ The Teenspace profiles should be as flexible and interactive as possible. If you have space to leave them displayed on the wall, in a future class you can give students a sticky note or sticky label and ask them to update their profile. They should stick their new status over their old one. Give students time to read each others' profiles and write messages and comments on them. This can be an on-going activity until the pages are full up or the students have tired of the task.

❺ When the Teenspace profiles are complete, ask students whose pages look like the most interesting sites. You could have a class vote to choose the most original or detailed page.

Follow-up

◯ Repeat the task, but instead of students using their own personal details they could choose a famous person to be.

◯ Ask students to think of some new applications they would like to add to their page too. Ideas to get them going could be interactive games of chess, photo share areas, quizzes, puzzles, etc.

◯ Use the information from the pages to create a class quiz about your students.

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2.1 Teenspace

○ ○ ○

TeenSpace

| info | home | friends | photos |

▼ My photo

▼ Status

▼ Personal info

Name

Birthday

Hometown

▼ Favourites

▼ My friends

Music

Films

Books

Hobbies

I love

I hate

I don't mind

▼ Message board

▼ Graffiti wall

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Technology 2.2

Chat room

Language focus
question forms

Key vocabulary
getting to know people
(student generated)

Skills focus
writing and reading chat
room messages; error
correction

Level
intermediate

Time
60 minutes

Preparation
one photocopy for each
student

Warm-up

1 Ask your students if they ever use Internet chat rooms. If so, ask them some
general questions like who they chat to and what they chat about.

2 Ask them if they have 'nicknames' for chatting online. If so, they can use them
for this activity; otherwise ask them to invent a nickname.

Main activity

1 Tell your students they are going to take part in a crazy chat room. If at all
possible, students should move their chairs into a circle for this activity.

2 Explain to students that *you* are going to take the role of the Internet server
and stand in the middle of the circle. When students are ready to 'send' their
messages, they should hold up their paper so you can see who is ready. You then
pass it to someone who is waiting to receive a message.

3 Give all the chat room participants (the rest of the class) a copy of the activity
sheet. When the chat begins, they can write anything they like, within reason.
They should always write their nickname before they begin their message. Tell
them that the Internet server has a 'Super Scout' system that will destroy any
papers from chatters who send inappropriate messages.

4 As soon as students finish a message they should hold their paper up in the air
so the net (you!) can pick up their paper and give it to *any* student who also has
a message ready to send. As mentioned above, as you exchange the messages
you should glance at the papers to check for anything inappropriate.

5 When the activity is in progress it becomes faster and quite exciting as the
papers are flying around the room and the chat is growing. Let the chat go on
for about ten or fifteen minutes or until the first chat paper is completed, then
the Internet crashes.

6 Now the papers should be returned to the people who started each chat. Ask
a few students to read out their chat conversation to the class. The results will
often be amusing for all to hear.

7 Then ask students what tools we have on computers to check for our mistakes.
We usually always have a grammar- and spelling-check tool. But, of course, in our
crazy chat room we didn't have these tools, so ask the students to read the chats
carefully and to find the top five mistakes. These mistakes should be ones that
students should know how to correct themselves, and which have been made
because they were writing quickly. Mistakes that were made because students
were trying to use language beyond their level don't need to be corrected now.

8 When the whole group has completed their top five mistakes, ask students for
group feedback and collate a class list of the top ten mistakes. These could be
used for a mini progress check in a future class.

Follow-up

○ If you have access to a computer room, you could progress from this paper-
based chat to a real chat room. Ensure that the online space you choose is a safe
one for teenagers.

○ Making e-pals with a class of English language students from another school,
city or preferably another country can be a great way to motivate teenagers and
get them writing in English.

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