

EA Low-level Day One Lesson

AIMS:

By the end of the lesson, learners will have...

1. learned the teacher's and other students' names and a little about them
2. learned more about the course and the teaching methodology at ILA
3. learned how to continue the learning outside the classroom

By the end of the lesson, the teacher will have...

1. learned most students' names and a little about them
2. gathered data about their backgrounds, interests, reasons for learning English, preferred ways of learning
3. gauged their current level and future needs

MATERIALS:

1. HO1: NA Questionnaire
2. HO2: Alphabet cards
3. HO3: Phonemic vowels cards (monophthongs)
4. HO4: Phonemic vowel cards (diphthongs)
5. HO5: Welcome Letter

SIGNPOSTING:

Introductions
Needs Analysis
Learning English more effectively
Class rules
Welcome letter

Greet Ls with a smile and ask them basic introduction questions. Ls at this level may have little or no language skills and are not expected to produce anything more than one-word answers.

Stage	Procedure	Aims	Time / Materials / Interactions
Lead-in and Introductions	Ask Ls to bring their chairs in a circle so they can all see you and each other. Greet Ls as they walk in. Make small talk for 3-5 minutes while you wait for enough Ls to start the class. Ask Ls basic intro questions – names, jobs, families etc. <i>!!Don't give anything away about yourself yet!!</i>	To make learners feel at ease and allow time for most learners to arrive	5 mins T-S
Getting to know the Teacher	Play any Getting to Know You game / icebreaker e.g. 1. Roll the ball 2. Betting game 3. 2 truths and 1 lie	To give students an opportunity to find out something about the teacher	15 mins Blank paper S-S
Getting to know	Divide the Ls into groups and play the same GTKY game from the last stage with each	To give students an	20 mins





each other	other. For e.g, they could play the Betting game or 2 truths and 1 lie in small groups.	opportunity to find out more about each other	S-S
Needs Analysis	<p>Tell Ls you would like to find out some information about them, their needs and what they would like to practice during this course. Divide Ls into pairs. Give each learner <i>HO1: NA Questionnaire</i>. Ask them to interview their partners and write down their answers.</p> <p>T can collect the NA questionnaires and collates data after class. This NA form can be used to inform choice of activities for your students.</p>	To gather information about learning history, needs and wants	<p>10 mins</p> <p>HO1: NA Questionnaire</p> <p>S-S</p>
BREAK			
Alphabet snap / Phonemic chart mingle	<p>Bring a set of alphabet cards for each group of 3 or 4 students. Some low-level students may not be familiar with the letters of the alphabet and may get confused between letters such as <i>e, i; g, j; i, y</i> etc.</p> <p>Introduce the letters (if need be). Then put learners into groups of 3 or 4. Give each group a set of alphabet cards that they put face down on a desk / on the floor. One learner turns a card over, looks at it, and places it in the middle. The other learners must shout the letter and grab the card (like in <i>Snap</i>). The winner is the one with the most number of cards at the end of the game.</p> <p>AND / OR,</p> <p>Print out one set of phonemic vowel cards (HO3 for beginners and low-elementary, HO3+HO4 for high-elementary).</p> <p>Introduce and drill the vowel sounds. Give each learner one vowel card. Demo: Student 1: (points to his card) What's this? Student 2: /e/ Student 1: Yes. Student 2: (points to his card) What's this? Student 1: /i:/ Student 2: Yes</p> <p>Student 1 and 2 swap cards, find new partners, and repeat the conversation.</p>	<p>To introduce learners to, and / or give them practice in recognizing letters of the English</p> <p>To introduce learners to, and / or give them practice in recognizing vowel sounds in phonemic script alphabet</p>	<p>15 mins</p> <p>HO2: Alphabet cards</p> <p>S-S</p> <p>20 mins</p> <p>HO3: Phonemic vowels (monophthongs)</p> <p>HO4: Phonemic vowels (diphthongs)</p> <p>S-S</p>
Classroom language	(teacher's own)	To introduce learners to and classroom instructions and language	
Welcome letter	Give each student a copy of the welcome letter. Don't forget to adapt the highlighted	To introduce the learners to	5 mins

	parts of the letter for your class. Allow learners time to go through the letter and ask questions if necessary.	the course and the structure of the tests	HO5: Welcome Letter T-S
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ALL ABOUT YOU!

MAKE A QUESTION	MY ANSWER	PARTNER'S ANSWER
1. Name What's ?		
2. Age How ?		
3. Job What's ?		
4. Married Are ?		
5. Address Where live?		

What do you want to improve in this class?

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you want to do in class?

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H02: Alphabet cards

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

H03: Phonemic Vowels cards (Monophthongs)

/i:/

/ɪ/

/ʊ/

/e/

/ə/

/ɜ:/

/æ/

/ʌ/

/ɑ:/

/u:/

/ɔ:/

/ɒ/

H04: Phonemic Vowels cards (Diphthongs)

/ɪə/

/eɪ/

/ʊə/

/ɔɪ/

/əʊ/

/eə/

/aɪ/

/aʊ/