

TOPIC: Introductions and Self-Description

Week: S1/W1

Class: 2C

Hour 1 goals: Learn basic phrases, questions and answers, become comfortable speaking in front of and in class, go over class rules and expectations

Hour 2 goals: Students will take PC Assessment test

Hour 3 goals: Review Q&As, Introduce more questions including concept of “Favorite,” Review alphabet, Review greetings and expressions

Materials: Nyombwe

Objectives:

- Students will be able to understand introductory questions and answers, as well as introduce themselves
- Students will be able to greet and say goodbye in a variety of ways in English
- Students will be able to say and pronounce the English alphabet correctly

Hour 1	
<u>Warm Up/Engage</u>	
10 minutes	Read name/day/date on board. Introduce self. Take attendance at beginning of class by sending around sign in sheet. Read names aloud and determine students preferred names. Explain classroom rules: <ul style="list-style-type: none">• Arrive on time• No cell phones• Raise your hand• Speak in English!!
<u>Information</u>	
15 minutes	Self-introductions: Ask the following questions and have students answer around the room. Write answers on board. Make sure students are answering with the appropriate response. <ul style="list-style-type: none">• What is your name? – My name is...• How old are you? – I am __ years old.• Where do you live? – I live in ...• What do you like? – I like.../I don't like...
<u>Practice</u>	
10 minutes	Speed dating game: Line students up in two lines facing each other. Specify each student's partner. Have each student interview the person across from them for a specified time limit. When the time is done, move the lines and have the person interview the next partner. Continue until time limit is reached.
<u>Application</u>	
20 minutes	Ball toss game: Explain to students that in this game, they will answer one question, ask one question, and toss the ball to the next person. They are allowed

	to ask any of the questions taught in class. Continue going around room until every student has a chance to speak, and continue until time limit is up. If more advanced: Have students introduce the person before them, and then introduce themselves. Then when they toss the ball, the next person will introduce them first, and then they will introduce themselves.
Conclusion/Wrap-up	
3 minutes	Ask students questions about myself – see if they remember the answers that I gave originally. Review rules, English, etc. For section 1 – short break, for section 2 – dismissal.
Extension	
	Include additional questions if students are confident in the first four: <ul style="list-style-type: none"> • Where are you from? – I am from... • What is your birthday? – My birthday is... • What is your favorite color? – My favorite color is...

Hour 2	
Material	
1 hour	Give students PC pre-test. Limit test taking time to 1 hour. Introduce each section and provide 1 model for students on board as students advance through test.

Hour 3	
Warm Up/Engage	
	Pass out sign in sheet, review names. Review 4 Questions from hour 1. Add additional questions to explain the concept of “favorite” <ul style="list-style-type: none"> • What is your favorite color? – My favorite color is... • What is your favorite food? – My favorite food is... • What is your favorite class? – My favorite class is...
Review 1	
	Review: The alphabet. Focus on pronunciation and order. Have students tell you all letters and write on board as you go. Make sure to pronounce and have students repeat after you. (Focus on G vs. J, I vs. E, A, U, Q, W, X, Y, Z) Sing the alphabet song
	Game: Beginning with A, have students work to list out words that begin with A. Work on pronunciation and focus on the different sounds that letters can make. List 2-5 words for each letter (and see what vocabulary students know) To make harder: Ask students to spell words for you as you write them on the board To make harder: Have students do activity in small groups first, then have them compete as you write all answers on board.
Review 2	

	<p>Review: Basic phrase, greetings, goodbyes Introduce: present simple and present progressive. Write dialogue on board. Read for students once, read through with students repeating, explain confusing phrases. Then have students practice in pairs. Finish by allowing volunteers to come to front of the room and perform for fellow students.</p> <p>Abdul: Hi Kamal! Kamal: Hello Abdul, how are you? Abdul: I'm fine, thanks. And you? Kamal: I'm great. What are you doing? Abdul: I am walking to school. I go to class every morning. Where are you going? Kamal: I am going to the football field. Every Saturday I play football. Abdul: Good luck! See you later. Kamal: Bye!</p>
	<u>Conclusion/Wrap-up</u>
	<u>Extension</u>