



TeachingEnglish

Classroom Language Starting and Finishing a Lesson

Trainer Notes



www.teachingenglish.org.uk

1 Starting and finishing a lesson – Trainer Notes

Learning Outcomes

By the end of this session participants will be able to:


- Plan the start and end stages of lessons effectively.
- Select and use language appropriate at start and end stages of lessons.
- Identify classroom situations which provide opportunities for practising English.
- Reflect on learning and identify areas for further study.
- Create an action plan to experiment with ideas from the workshop.

Key Learning Points

- The beginning and end of a lesson present many opportunities for authentic language use.
- With the appropriate techniques and language items, starting and finishing a lesson in English creates an effective classroom environment for learning to take place.

Key Learning & Phrases

- Functional language for beginning and ending lessons, eg setting/collecting homework, taking the register, remembering previous lesson etc.
- Social language for chatting about free time activities

Plan Summary		
1 Outcomes	Explain learning outcomes to participants	5
2 Lead in	Discussion of how teachers currently start and finish lessons	10
3 Activity – Role play /Checklist	Trainer and teachers role-play the start phase of a lesson. Teachers identify actions and language used.	30
4 Activity – Getting off to a good start.	Questionnaire focusing on language and actions used to start and finish lessons and matching phrases to the actions.	15
5 Methodology – it's good to talk	Examine two dialogues and identify how to exploit opportunities for language practice at the beginning and end of lessons.	15
6 Activity: social language	Creating and practising questions for encouraging learners to speak at beginning and end of lessons.	30
7 Peer teaching	Planning, delivering and evaluating the beginning and end stages of a lesson.	45
8 Phrasebook and How good is your memory?	Activity for recalling language: How good is your memory? Record useful phrases in phrasebook.	10
9 Reflection & action plan	Reflect on what they learned from the workshop. Decide on two action points to try out in class	20

Procedure

1 Learning outcomes



5

- Explain learning outcomes of session to participants

2 Lead-in : discussion questions



10

- Divide participants into groups and ask them to discuss:
 - How do you start and finish your lessons?
 - What do you say to your class at the beginning of a lesson and at the end?
- Feedback: gather a few responses and compare – are they mostly the same? Is there anything which could be used later in the lesson?

3 Activity : Role-play/checklist



30

- This activity is a role play where the trainer is ‘the teacher’ and the teachers are ‘young learner students’. The context is the beginning of a lesson. There is a checklist for the ‘young learners’ to complete during the beginning stage of ‘the lesson’. There are also two role cards for two of the ‘young learners.’
- Look at worksheet ‘checklist for role play’. Explain task – ‘the young learners’ listen to ‘the teacher’, identify the things s/he says which match the items in the boxes and number them in the order they are said.
- Choose two of the ‘young learners’ and give them the role cards. In these roles they are students who arrive late and forget something. Make sure the ‘latecomer’ leaves the room before the start of ‘the lesson’.
- Check understanding.
- Begin lesson: Mention something in the room, e.g. comment on the temperature of the room - say it’s a bit hot/cold/dark etc. Ask ‘the class’ what can be done about it. Elicit open/close the window/turn on the lights etc. Ask one participant to ask one of the others to open or close the window.
- Start ‘taking the register.’ When one of the ‘students’ with a role card says he has forgotten his pen, get other members of the ‘class’ to question them; e.g.: where did you leave it? When the name of the latecomer is called, the other ‘students’ predict where s/he is; e.g. s/he might have forgotten to set his/her alarm clock. When the latecomer arrives, they ask: Why are you late? Then ask them to give the latecomer advice based on his/her excuse; e.g. ‘you should get a new alarm clock.
- Tell the students where you went at the weekend/what you did last night/what you saw on television. Then ask them to tell each other in pairs or groups what they did/saw last night or at the weekend.
- Feedback: Check answers on ‘checklist’. Elicit from teachers how the starting phase of a lesson can provide opportunities for using English.

4 Activity : Getting off to a good start : questionnaire and phrases 15

- Look at questionnaire and explain the first part of task. The questions focus on what language they use and the actions they carry out at the beginning and ending stages of lessons
- Work through the questions in pairs, then move into groups and compare answers.
- Feedback: how much similarity in their answers?
- Next, ask teachers to match the phrases to the functions in the lesson stages.
- Feedback: Check answers, then ask teachers to comment on the actions from the activity – will they try anything which is new for them?

5 Methodology : it's good to talk 15

- Divide teachers into groups and distribute worksheet 'It's good to talk'.
- Ask teachers to read through the dialogues and discuss how the teacher in the second one could exploit the situation for speaking practice.
- Feedback, gather teachers' ideas. Some suggestions are:
 - Make a guess as to why he is in such a hurry. E.g. Let me guess; is there a really interesting TV program which you don't want to miss?
 - Ask the class to ask questions about why Vladimir is in a hurry in the same way as the other teacher got them to ask Anna questions about her holiday.
 - Ask the rest of the class to guess what he is doing after the lesson that makes him in such a hurry to leave.
 - Get other students to explain why he still needs his books at this point.
- Ask teachers to comment on this technique – is it something they already do, or will they try it?

6 Activity : Social language



30

- Look at worksheet 'Social Language'. Teachers work in groups to make questions they could ask their students about the topics.
- Groups then role play teacher and class, taking it in turns to ask a question as a teacher, eliciting responses from the 'students.'
- Feedback: discuss ideas of topics for speaking practice at the beginning and end of the lesson, related to their own teaching contexts. Some suggestions are :
 - Discussing television, current affairs or trips to the cinema.
 - Discussions based on what students bring into the lesson; e.g. clothes, bags, books etc.
 - Deducing where an absentee or latecomer is.
 - Giving out or discussing homework.
 - Recalling what was done in the previous lesson.
 - Telling each other about plans for the evening or after school.
 - Reflecting on what was easy/hard interesting/not interesting during the lesson.
 - 5 minute activities or games to begin or end a lesson.

7 Peer teaching



45

- Explain task – they will work in pairs. Half the group will be 'teachers' and deliver the beginning and end stages of a lesson. The other half of the group will be 'students.' The 'teachers' will have a worksheet to help them focus. During the 'lesson' the 'teachers' will take it in turns to 'observe' each other and make notes.
- Point out that plans need to be flexible, because things don't always go to plan. Elicit what kinds of things students do that interrupt plans. E.g.: not turn up, forget books or homework, talk to their friend, pack their books away before the lesson ends, ask you to repeat what the homework is etc. Write suggestions on board.
- Ask the 'teachers' how they could exploit these situations for speaking practice. E.g. getting students to ask a latecomer why they are late, getting students to ask the one who's packed his books away early why he or she is in such a hurry.
- Divide into pairs and look at worksheet 'Peer teaching.' Pairs discuss and plan together brief outlines and decide which language to use.
- Whilst the 'teachers' are planning, the 'students' decide what they will do and say to interrupt the lesson – choosing from the earlier list.
- Look at 'observation sheet' with everyone and check understanding.
- Put pairs into groups of four and ask the 'teachers' to deliver the lesson stages they planned. Whilst one half of the pair is 'teaching', their partner completes the observation sheet.
- When they have finished, the whole group focuses on the notes in the observation sheet and the 'students' give their opinions on each of the sections.
- Feedback: elicit from class what they learned from this activity.

8 Phrasebook and How Good is your memory



10

- Divide teachers into pairs A and B. Distribute: How good is your memory? Pairs test each other by reading out the situations and eliciting the appropriate phrases.
- Teachers discuss in pairs what were for them the four most useful phrases from the session. They then write in their phrasebooks.
- Feedback to the whole group to say what they chose and why.

9 Reflection & action plan



20

- Teachers reflect on and complete the questions. They can do this individually or in pairs.
- Next elicit how they might use what they have learnt in the session in their teaching.
- Complete the action plan and compare their ideas in groups.
- Feedback : gather and compare ideas

Getting off to a good start – answer sheet

Part 2 – Phrases and lesson stages

		Answers
1	Can I collect the homework?	<i>Collecting the homework</i>
2	I'll see you next lesson.	<i>Bye for now. Saying goodbye</i>
3	Let's take the register now.	<i>Taking the register</i>
4	OK, let's begin the lesson.	<i>Beginning the lesson</i>
5	Can you put your books away, please?	<i>Telling students to put their books away</i>
6	What did you do at the weekend?	<i>Discussing a topic, such as the weekend</i>
7	What did you like about today's lesson?	<i>Asking what they liked about the lesson</i>
8	Let's do a little game before we finish the lesson.	<i>Doing a game at the end</i>
9	Good Morning/afternoon/Hello.	<i>Greeting the students</i>
10	For homework I'd like you to do page fifty-six.	<i>Setting the homework</i>

8 How good is your memory?

Student A

Test your partner. What do you say in each situation?

1. You want to collect the homework. What do you say?
2. It is the end of the lesson. What do you say?
3. You want to take the register. What do you say?
4. A student should tell you what the homework is. What do you say?
5. A student should collect the homework. What do you say?
6. You have a game at the beginning of the lesson. What do you say?

Answers:

1. Can I collect the homework?
2. I'll see you next lesson. Bye for now.
3. Let's take the register now
4. Just to check, what do you have to do for homework?
5. Could you collect in the homework for me?
6. We are going to start with a game.

8 How good is your memory?

Student B

Test your partner. What do you say in each situation?

1. You ask students what they did at the weekend. What do you say?
2. At the end of the lesson, you ask the students what they liked about the lesson. What do you say?
3. You introduce a game at the end of the lesson. What do you say?
4. How could you greet the class at the beginning. What do you say?
5. You want the class to do page 56 for homework? What do you say?
6. What do you say to the class at the end of the lesson? What do you say?

Answers:

1. What did you do at the weekend?
2. What did you like about today's lesson?
3. Let's do a little game before we finish the lesson.
4. Good Morning/afternoon/Hello/Hi.
5. For homework I'd like you to do page fifty-six.
6. I'll see you next lesson. Goodbye.