Get to know the neighbours

Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the accompanying PowerPoint has been designed to support the lesson activities.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Getting to know you

Aims

- To develop a set of adjectives to describe personality
- To raise awareness of what kind of questions are socially acceptable
- To teach a set of useful 'small talk' questions
- To encourage students to be creative and imaginative
- To build spoken fluency

Age/level

Elementary/Intermediate
Teenagers and adults with CEF level A2/B1

Time

60 minutes

Materials

- The teacher will need the accompanying PowerPoint and worksheet PDF format to send to learners for homework.
- The learners will need pens or pencils and paper or a notebook.

Introduction

This lesson is primarily aimed at building fluency, although there is also some vocabulary input (personality adjectives) and some useful questions for making small talk. The students are led through a series of stages to build up profiles for imaginary characters who live in the same neighbourhood. The lesson then brings these characters together at a neighbourhood party, where students can practice asking and answering simple questions about work, family, hobbies and so on.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.

- Do the learners need a URL or code to join the class? Do they all have this?

- Do you know how to share what is on your computer screen so that the learners can see it?

- Do you know how to mute the learners' microphones if you need to?

- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?

- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!

- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.

- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?

- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?

- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.

- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.

- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.

- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Before the lesson	• Prior to the lesson, send the link to endangered languages to your students and ask them to find out whether their own home language(s) or any other language(s) spoken near them is endangered. The link is: http://www.unesco.org/languages-atlas/en/atlasmap.html
	
	 • Before you start the lesson:
	   - Test your microphone and camera to make sure they work.
	   - Make sure that you have the accompanying PowerPoint open and shared.

At the start of the lesson	• Welcome the learners as they arrive:
	
	   - Check that you can all hear and see each other.
	
	   - Check that they can see the first slide.
	
	   - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.
	
	 • Tips:
	
	   - Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week.
	
	   - Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that if possible they use a headset with a mic rather than their device's in-built speakers and mic.

1. Warmer (3–5 mins)	Show students **slide 2**
	
	 • Draw their attention to the pictures of front doors. Ask a couple of general questions. For example:
	
	   - What country do you think these doors are in? (the answer is Denmark, but this is not important)
	
	   - Do you have similar front doors in the city you live in?
	
	   - Which of the houses would you most like to live in, and why?

	• Elicit a few answers in a whole class feedback.
2. Discussion-break-out rooms (10 mins)	Show students **slide 3.**
	Students work in pairs/groups in breakout rooms for this activity.
	They need to choose one of the houses and answer the following questions:
	- Where is the house? Which country is it in? Is it in a city, a town or a village?
	- How big is the house? How many rooms does it have? Does it have a garden?
	- Who lives in the house? A family, a couple, a young person, an old person?
	• Make sure they know that they are just guessing and/or using their imaginations. Clarify that there are no wrong answers.
	• Put students in different break-out rooms and allow them five minutes for discussion.
	• After **five minutes**, bring them back from break-out rooms
	• Elicit and acknowledge a few ideas in whole class feedback. See if students who chose the same house have similar ideas about it or not to check whether they had much discussion in break-out rooms.
3. Focus on vocabulary (10 mins)	Show students **slide 4**
	• Elicit a few adjectives that students might be aware of for describing people
	• Show the two examples to get them started if needed
	Show students **slide 5**
	• Ask students to read the adjectives and write down each one on separate sheets of paper. They can divide a sheet of A4 into quarters and write on both sides. Encourage them to guess their meanings. <u>Tell them not to shout out if they know</u>!
	Show students **slide 6**
	• Allow them 2-3 minutes to work individually to complete the matching exercise.
	• Go through the adjectives one at a time and elicit the meaning by asking students to hold up the adjective they think is correct. For example:
	- Teacher: "A (blank) person is careful, sensible and not silly?"
	- Students hold up the piece of paper with adjective that they think is correct.

	• Elicit answers in whole class feedback- encouraging students to agree disagree with one another before confirming the right answers.
	
	• After you have completed all the adjectives, show students the answers on **slide 7** and ask a few concept checking questions, if necessary, e.g.
	
	  - Does a shy person enjoy going to a party? Why not?
	
	  - What kind of person likes going to a party? (a sociable person)
	
	  - If you lose your wallet, what will a kind person do? (Maybe lend or give you some money)
	
	  - What kind of birthday present does a generous person give you? (a big one etc)
	
	  - What's the opposite of a funny person? (a serious person)
	
	  - Would you lend money to a reliable person? Why? (because you know you can trust them to give it back)
	
	• Check students can pronounce all the words correctly and confidently.

4. Preparation for role-play (5-10 mins)	Show students **slide 8** Students work in pairs/groups in breakout rooms for this activity. In their original pairs/groups, students work together to complete the two exercises. • In exercise 1, they choose adjectives to describe themselves (optional) and their family members, and tell their partner. • In exercise 2, they copy and complete the table for each person who lives in the house they chose. Encourage them to be imaginative and creative. There are no wrong answers. They can use the vocabulary from the last exercise, or any other suitable adjectives they know. Monitor the breakout rooms and help/encourage as needed.
5. Small talk questions (5 mins)	Show students **slide 9** • Ask students if they know what 'small talk' is? <u>Answer</u>: Polite conversation with people you don't know very well, about fairly unimportant things. Show students **slide 10** • Ask students which of the questions would be suitable for small talk. <u>Answer</u>: In the UK, it would usually not be appropriate to talk about how much people earn, or how old they are, or about politics with people that you don't know well. With lower level or less fluent students, you could drill the more appropriate questions to be sure that they can ask them confidently and fluently.

6. **Roleplay (10-15 mins)**	Show students **slide 11**
	Students work in pairs in breakout rooms for this activity.
	Each student must now take on the role of one of the people in the house they chose in task 4 (preparation for role-play).
	• Give them some time to choose their role and make notes if they need to
	• Tell the students that they are going to a party for the neighbours who live in these different houses.
	• Assign different pairs to different breakout rooms.
	• Students spend two or three minutes with their partner in the breakout room, in their new role, and try to remember as much information as they can about what their partner told them.
	• Depending on the level/confidence of your students you could also teach them some ways of introducing themselves, for example:
	"Hi, I'm Ricardo. I live at number 11."
	"Lovely to meet you. I'm Sarah."
	• After three minutes, bring the students back to the main room and ask some of them to tell everyone who they spoke to.
	• Students should use some of the personality adjectives while they describe the person they spoke to.
	• Depending on time, repeat the role-play activity by putting students into new pairs in breakout rooms.
Homework task	• Ask students to find an image of a house or an apartment online.
	• Tell them they should write a short paragraph saying where the house is and describing the people who live in it.
	• Encourage them to be as creative as possible.
At the end of the lesson	• Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson.
	• Make sure they know how to exit the platform and wait until they all leave before leaving yourself.

Adapted for online teaching by:

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