

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

Learning outcomes

- Develop a set of adjectives to describe personality
- Identify the kind of questions that are socially acceptable
- Practise using a set of useful 'small talk' questions
- Practise being creative and imaginative
- Build spoken fluency

Age group and level

Aged 13-17 and Adult B1+

Time

100 minutes + extension activity. This could be done over more than one lesson

Materials

- Presentation
- The learners will need pens or pencils and paper or a notebook
- A timer (could be online)

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? There are some links in the additional reading section.

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.

Procedure



1. Before the lesson	<ul style="list-style-type: none"> • Test your microphone and camera to make sure they work. • Make sure that you have the accompanying PowerPoint open and shared. • Check if any learners might have problems using their microphone or camera. • Ask learners to prepare 8 slips of blank paper
2. At the start of the lesson	<ol style="list-style-type: none"> 1. Welcome the learners as they arrive: <ul style="list-style-type: none"> — Check that you can all hear and see each other.

	<ul style="list-style-type: none"> — 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. — 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.
3. Lead-in (10 mins)	<p>Show students slide 2</p> <ul style="list-style-type: none"> • Draw their attention to the pictures of front doors. Ask a couple of general questions. For example: <ul style="list-style-type: none"> — 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.
4. Discussion- break-out rooms (20 mins)	<ul style="list-style-type: none"> • Show students slide 3. • Students work in pairs/groups in breakout rooms for this activity. • Tip: Tell learners to take a photo or screenshot of the slide before they move into their groups. Check that at least one person has the image. • They need to choose one of the houses and answer the following questions: <ul style="list-style-type: none"> - 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?

	<ul style="list-style-type: none"> - 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. Monitor the groups with your camera and microphone turned out. Only interrupt if a group is off task. • 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.
5. Vocabulary 1 (5-10 mins)	<ul style="list-style-type: none"> • Show students slide 4 • Explain that these are adjectives for describing people • Ask learners to get their pens and paper ready. Set the timer for 1 minute. • Tell learners they have to write down as many adjectives as possible in 1 minute. • Start the timer. Tell learners to stop writing when the time is up. • Ask learners to count their adjectives and write the number in the chat. • If possible, ask the learner with the most adjectives to read out their list.
6. Vocabulary 2 (15 minutes minutes)	<ul style="list-style-type: none"> • Display slide 5 • Ask learners to get their 8 slips of paper and write one adjective on each piece of paper. • Encourage them to guess the meanings of the adjectives. <u>Tell them not to shout out if they know!</u> • Nominate a few confident learners to define some of the adjectives. • Display 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: <ul style="list-style-type: none"> - Teacher: "A (blank) person is careful, sensible and not silly?" - Students hold up the piece of paper with adjective that they think is correct. • After you have completed all the adjectives, show students the answers on

	<p>slide 7 and ask a few concept checking questions, if necessary, e.g.</p> <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> • Check students can pronounce all the adjectives correctly and confidently.
<p>7. Timeline (15 minutes)</p>	<ul style="list-style-type: none"> • Show students slide 8. Ask learners to copy the table. • Tell them they will work with the same partner as in stage 2. They refer to the same house as in stage 2. • This time they must imagine who lives in their house. They create 5 characters and complete the table. Allow 10 minutes • Monitor the breakout rooms and help/encourage as needed. • Bring learners together but tell them not to share their information just yet.
<p>8. Language (15 minutes)</p>	<ul style="list-style-type: none"> • Ask students if they know what 'small talk' is? Answer: Polite conversation with people you don't know very well, about unimportant things. • Display slide 9. Ask them to signal if the question is ok or not. This could be using a thumbs up icon. Or using their camera do give a thumbs up or thumbs down Note: Activities that require learners to briefly put their cameras on improve engagement.
<p>9. Pronunciation (15 minutes) OPTIONAL</p>	<ul style="list-style-type: none"> • Try to elicit from learners the two types of questions (open and closed). If this is a new concept you will have to explain. Note: Closed questions can only be answered 'yes' or 'no'. Questions that require a fuller answer are open.

- Read the following two sentences and slightly exaggerate the fall and rise so you can elicit the difference in the sentence pronunciation:

1. What do you do for a living? 
2. Do you have any children? 

Elicit the rule:

Open questions end with a **falling** intonation

Closed questions end with a **rising** intonation

Then turn on learners' microphones and drill the questions on **slide 9**. Use both group and individual drills.

10. Role play (15-30 minutes)

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.

Contributed by

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