

For our new teachers, here is a sample of what I cover during the first day/week of class. The concentration is to review some basics and get your students circulating so they can continue to be open with you and each other the whole semester.

First day of class after the levels are broken out I welcome everyone and put up a world map where everyone can see. My lessons are less precisely timed than those provided in your teacher edition Stand Out, however, it would vary depending on the number of students participating as well.

I start out saying how excited I am to see them and how much I look forward to learning about them and their cultures.

Thus the segue to the map. I tell the students we are going to go around the room introducing ourselves and our native country, then asking another classmate where they are from. If you have a class aide, it may help to demo.

The next activity I go to is the document Numbers and Alphabet.doc

I do the alphabet first, just to review. I say it once, and then we say it as a class, and repeat as necessary.

Then we read the numbers. One student says the number, and then we say it as a class.

If they are advanced enough, have them practice spelling the numbers, too.

I go through this having a different student do each number. (I rotate through the room like this for most activities to keep everyone practicing their pronunciation and hopefully giving them more confidence to speak, though everyone is initially shy).

After the numbers and alphabet, I move on to **Calendars and Time.doc**. I half-apologize saying I'm sure they know most of what we've covered today but that it's all about practice! I run through the sheet student by student for each word/question.

Then the fun part, Introductions (Introductions Table.doc). If you have an aide, act out the example. This is best to have the students mingling. They have to meet 3 new people who weren't sitting next to them (if the class is large enough). After everyone has met someone, ask a volunteer to come up with a partner to act out the dialogue, until you have gone through all the students.

This will probably spill over into the second day of class, and afterwards I go into teaching about question words: who, what, when, where, why, which, how...