

Every lesson needs 5 key components: a **warm-up**, a moment of **engagement**, a period of **study**, a phase of **activation** and a **cool down**.

### **IDEAS FOR WARM-UPS**

**FREE YOUR MIND** – students spend 2-3 minutes talking about what is on their mind: what happened during the break, current affairs in the world or simply anything that worries them or makes them happy.

**SELF-REFLECTION** - Before the lesson begins, the teacher prepares a set of questions concerning the topic of the class or a class s/he wants to revise. The students are asked to sit comfortably and listen to the questions. They must be instructed **NOT** to give their answers aloud. All they are expected to do is to contemplate on the problems in the questions.

**MUSIC THERAPY** - At the beginning of the class relaxing music is played and students are asked a series of questions that are to transfer them from the mood they are in to the one should be in if successful communication/ education is to follow.

*For more ideas on warm-ups, check out our article “Warm-ups of the Lambs”, which appeared in “The Teacher” in October 2011.*

### **IDEAS FOR ENGAGEMENT**

Make sure that you create interest in the content and language of the lesson before the **STUDY** stage. Never underestimate the importance of lead-in tasks:

- devote time to discussing lead-in tasks thoroughly
- extend coursebook lead-in tasks
- look for a personal angle
- create a communicative need

### **IDEAS FOR STUDY**

Let your students work out language-related rules on their own:

- give your students clear examples to let them draw quick conclusions
- go for inductive grammar study
- minimize the time spent on speaking about language

## **IDEAS FOR ACTIVATION**

Provide your students with opportunities to use the language they have just studied:

- use communicative drills
- maximize the time spent on speaking the language
- aim at personalizing language output

## **IDEAS FOR COOL-DOWNS**

**PERSONALIZED VOCAB REVISION** – revise words from the lesson using personal categories, such as “words you find useful”, “words with difficult spelling”, “funny words”, etc.

**FLASHBACK EXERCISES** - ask your students to do one of the exercises from the lesson again, tweaking it a bit if you like.

**HOT CHAIRS** – divide the class into two teams , put two chairs in the centre of the classroom with their backs to the board. Ask one person from each team to sit on one of the chairs. Write a word from the lesson on the board and each team has to explain the word to the person on the chair. The first person who guesses the words wins a point for their team.

## **LESSON CHECKLIST**

The lesson has a clear warm-up.	<b>YES/NO</b>
Students have a chance to become interested in the content of the lesson before they study it.	<b>YES/NO</b>
Grammar is studied inductively.	<b>YES/NO</b>
Students have an opportunity to use the language studied in a personalized way.	<b>YES/NO</b>
The lesson finishes with a distinct recycle stage.	