How to successfully start an English lesson

 Beginning a lesson is the key to a successful lesson. And indeed it is. In the process of analyzing the organizational moment of the lesson, one should first of all take into account the extent to which it was possible to master the class, create a working mood and atmosphere of a foreign language in the lesson among students.

 Despite its short duration, the organizational moment is often of great importance for the entire further course of a foreign language lesson. How to start an English lesson in order to interest children?

 The classic beginning of the lesson is a dialogue with the teacher.

 These are familiar questions from our childhood:

 How are you?

 What day is it today?

 What's the weather like today?

 What is your homework?

 Students memorize answers fairly quickly. The next stage is the ability to ask other guys. The role-playing game "I am a teacher" is especially liked by the students. You can also invite attendants to write questions in advance with missing words, for example:

 How\_\_\_\_ you?

 What is \_\_\_weather\_\_\_\_ today?

 The student reconstructs the question and then answers it. In the future, you can gradually add a new lexical unit. For example, you can learn to use not only “like”, but also such verbs as “to be fond of, enjoy, …”

 The introductory part of the lesson is needed in order to:

 - present the topic of the lesson

 - get students interested in the topic

 - set the pace of the lesson and the atmosphere necessary for learning.

Basic principles of the introductory part

 For an effective start of the lesson, you need to remember the following principles:

1. The introductory part should be short and take from 3 to 10 minutes depending on the length of the lesson.
2. Activities should be interesting. But it should be remembered that interest induces motivation for learning and stimulates the desire to learn. If your students are interested in the topic that you raised in the introductory part, they will be more willing to express an opinion, share experience, agree or refute the information.
3. Relevance. When choosing and developing tasks for the introductory part, be sure to keep in mind the ultimate goal of the lesson and the program as a whole. The discrepancy between the introductory part and the main part of the lesson can cause misunderstanding among students and the question “Why did we do all this?”
4. Authenticity. "Being fully exposed to the authentic materials is one of the key factors for language acquisition". Authentic materials can serve to increase student interest, provided they are selected according to the level, age, and interests of your students.

 Types of tasks for the introductory part

There are two types of lead-ins: warmers and lead-ins. Warmers are used to increase the energy level in the classroom, creating a positive and relaxed atmosphere before the main part of the lesson begins. They may not always be related to the topic of the lesson. Warmers include games, quizzes, tongue twisters, songs, etc.

 Lead-ins are an introduction to the main part and content of the lesson. The purpose of this kind of tasks is to motivate students and focus their attention on the topic of the lesson, to create a connection between the topic of the lesson and the life of students (personalization).

Warmers

 Step 1. Take 5 sentences and mix the words in them.

 Step 2. Write the words on the board and ask the students to restore the correct word order (singly, in pairs, or all together). Actually, that's all! Use this exercise to present or practice a grammar topic. Studying the passive voice - take 5 appropriate sentences.

 You can also use this game as a team game: divide the class into teams and ask them to make a sentence with a specific grammatical structure. Have them mix it up and write the words on the board. The team that recovers the opposing team's offer the fastest wins.

 Quick dictation and discussion

 Step 1. Dictate 3-5 sentences related to the topic of the lesson. For example, if you are going through the Present Perfect, dictate the questions:

 How long have you lived in this city?

 Have you ever seen a ghost? When?

 What's the most dangerous thing you've ever done?

 What's the worst food you've ever eaten?

 Have you ever had an accident?

 Step 2. Organize a discussion on the topic of the written text. Ask students to elaborate or discuss these questions in pairs.

 Give students the opportunity to reflect on the top 5 things or interests in their lives. Use the suggested options or come up with your own:

* the top five countries you'd like to visit and why.
* the top five ways to stay fit and healthy.
* the top five places you've ever been and why.
* the five best pieces of advice you've received.

 Use this exercise to work in pairs, groups or individually. It can be done orally, in writing, or even make a presentation.

Lead-in

 Multimedia tasks

 1. Songs. Before starting the lesson, put on a song that fits the theme of the lesson. Try to turn on the song before the students arrive - while they are gathering and taking their seats, they will already have the opportunity to listen to the fragment and form an opinion about it. As soon as the lesson begins, discuss how the song made an impression, whether you liked it, what it is about, etc.

 2. Video. Use a music video/snippet from a movie, series, etc. For this you will need a projector. The principle of discussion will be the same as with the song.

 3. Freeze frame. Show students a frame from the video. Discuss what is happening on it and what will happen next. After the discussion, you can watch the video up to the end and talk about whether they expected such an ending or not and why.

 4. Photography. Discussing an image is a very common task. To make a greater impression on the students, display the photo on a wall or whiteboard using a projector.

 Phrases, sentences, quotes

 5. Finish the sentence. Write the beginning of a sentence on the board in advance (for example, I feel the happiest when…) and ask each student to complete it as he/she sees fit. A brief discussion may follow.

 6. Quote. Write a pre-chosen quote on the board. Ask how students understand it, whether they agree or not, who could this quote belong to, why they think so, etc.

 7. Idiom / proverb / catchphrase. Ask your students to explain how they understand the phrase written on the board. Ask if they agree or disagree and why.

 visual aids

 8. What's in common? Prepare several photos on the same topic. Discuss with them what these photographs have in common. Ask students to guess the topic of the lesson from the pictures.

 Movers

 9. Moving agree/disagree. Ask students to rise from their seats. Prepare a few statements in advance. Set rules - if they agree with the statement, then they occupy, for example, the left side of the classroom, if not, then the right.

 10. Moving true/false. The principle is the same as in the previous task. Get some facts ready. If students believe that the statement is accurate, they occupy one part of the audience, if not, then another.

 Repetition

 11. Use the word. Write down the vocabulary that you have recently studied on the board in advance, or use ready-made cards with words. Ask a question, such as "How was your weekend?". When answering a question, the student must use one or more words that are written on the board or caught on a card.

 Explain the word.

Prepare cards with new vocabulary in advance (one card - one word) and lay them out face down. Students must explain the meaning of the words; if the student does not know the word, let him try to guess its meaning, starting from the topic.

 Life hacks for the introductory part of the lesson

 - it is important to prepare the class in advance for the introductory part: write on the board the phrase / expression / quote that you will discuss, turn on the projector, display a video, photo, clip, etc. on the screen.

 So even before the start of the lesson, students will begin to think about what is written on the board, to understand whether they like what they just read / saw. So you start the learning process starts even before the start of the lesson.

 - the question "How are you?" takes place. But don't use it at the beginning of every lesson. Ask it before the beginning of the lesson, when students just enter the classroom.

 Use this question in the introductory part if the topic of the lesson is really related to it.