

Teacher's notes

Starting Afresh

Type of activity: *vocabulary focus, speaking*

Aim: *getting in the mood for a new school year, vocabulary expansion*

Focus: *vocabulary connected to starting something*

Level: *intermediate and up*

Time: *about 45 minutes*

Materials needed:

- *one copy of the Student's Worksheet per student*

Procedure:

1. Write the sentence *Today is the first day of the rest of your life* on the board, and ask the students if they have ever heard it and how they interpret it. Try to elicit the idea of 'a (new) start / beginning'.
2. Tell the students that they are going to take a look at some expressions to do with 'starting' in English, and distribute the Student's Worksheets. The students work individually on Task 1, identifying the expressions with the word 'start' in them (point out that they should find and underline full expressions). Let the students compare with a partner before checking with the whole class.
Key:
 1. *to make a fresh start,*
 2. *to start off with a bang,*
 3. *to get started on something,*
 4. *to start anew,*
 5. *to get off to a flying start,*
 6. *to start the ball rolling.*
3. Ask the students to fold their worksheets, so that Task 1 is hidden, and work in pairs to complete the expressions from memory in Task 2. When they have finished, let them unfold their worksheets and check their answers. Get feedback from the whole class, making sure the students have the correct versions of the expressions in their basic forms.
4. Ask the students to work in pairs again and ask and answer the questions in Task 3. Monitor them as they do the task, then collect and give feedback to the whole class.
5. Change the seating arrangement to pair students up with someone else for the next task. Ask the students to discuss the quotations in Task 4, paraphrasing and interpreting them. Ask them also to use the expressions they have been learning – each student has to use each of the expressions at least once – and as they do, they should cross this expression out in the list in Task 2. They finish the task when all the quotations have been discussed and both the students have crossed out all the expressions in Task 2. Monitor them as they do this, collecting material for a feedback session.
6. When the students have finished, collect feedback, asking them about their favourite quotation and developing the discussion with the whole class. Then give language feedback collected during the activity.