

Get It Right (needs analysis lesson)

level: intermediate+ (B1)

class: one-to-one

time: 90 min

skills: speaking, listening, reading

Note: This lesson is ideal to use at the very beginning of a new class or after a long break to assess how to design the lessons so that they reflect the student's needs.

The video used in this lesson is taken from material published by Pearson ELT.

Warm up

1. Explain to your students that today you'd like to discuss different aspects of learning English and how they feel about them. Put a pen in the middle of worksheet 1, spin it and based on where the tip points, ask: *'How important is this for you when learning English? How do you like to practise it? Have you got any special methods? Is it something you would you like to focus on in our lessons?'* Complete the 4 blank parts with any ideas of your own you think your student might find useful.

Grammar? I can't be bothered!

2. Get back to grammar, which you discussed in ex. 1, and let the student talk a bit more. At higher levels, most students tend to come up with the answer that grammar isn't that important.
3. Watch this video together <https://www.youtube.com/watch?v=3X4qi7AwDQI> and ask them if they've changed their mind about the importance of grammar.
4. Watch again and use worksheet 2 to correct all the mistakes the poor young man makes. If you teach a strong student, let them catch all the mistakes by themselves.
5. Ask: *'Do you ever make the same mistakes?'* and if they do, let them create sentences of their own using the correct structures.

What shall I do?

6. Let your student read the beginning of this ESL problem web page <http://ell.stackexchange.com/questions/1119/how-to-get-rid-of-mistakes-in-spoken-english> and ask: *'Do you ever feel the same? What advice would you give to the student?'*
7. Practise scanning a text. Give your student 2 minutes to go through the tips other readers have written and let them choose 2 they'd like to read about in more detail.
8. Give them as much time as they need to read those 2 tips and ask: *'Have you ever tried any of the methods? Did it work? Would you like to try any of these tips? Which do you like the most?'* etc.
9. Only at this point explain any vocabulary your student doesn't understand.

Get It Right/Cooler

10. Watch this video and let your student correct the mistakes <https://www.youtube.com/watch?v=sIJ0RC4gApw!>

Homework

11. Ask your student to write down 3 mistakes they often make as well as suggest some ways to get rid of them.



I DIDN'T DO NOTHING.	correct: _____
MAYBE LESS PEOPLE THAN YOU'D EXPECT FOR A FRIDAY.	correct: _____
4 MEN, TWO OF WHO I SEEN GO OFF.	correct: _____
IT MUST HAVE BEEN THEM WHAT DID IT.	correct: _____
ME & JOHN	correct: _____
...WERE AT AN HOTEL.	correct: _____
IF I DONE IT, HOW MANY YEAR WOULD I GET?	correct: _____