

Teacher's Notes

First Class

Type of activity: whole-class, individual and pair work

Focus: introductions, personal information, learning styles and strategies; listening, reading and speaking skills

Level: pre-intermediate – advanced

Age group: teenagers – adults

Time: 90 minutes

Preparation: Make one copy of Student's Worksheets 1 and 3 per student. Make one copy of Student's Worksheet 2 per each pair of students and cut it in half so that each student has one *Bingo* grid. Make one copy of Student's Worksheet 4 per 15 students and cut it into sentence slips.

Procedure:

1. Course overview

- Begin the class with the course overview. Explain the grading system, go over the textbook and provide any important details such as your email address and office hours, the school website address, etc.

2. Learning names

- The students stand in a circle. Introduce yourself and say your dream or ambition, e.g. *My name's Marek and I'd like to go scuba diving in Australia.*
- The first student on your right introduces you and himself/herself, e.g.: *His name's Marek and he'd like to go scuba diving in Australia. My name is Adam and I'd like to take part in a Formula One race.*
- The activity continues round the circle with the students introducing themselves and all the people who have already spoken. If anyone makes a mistake, other classmates try to help.
- When the last person finishes, test your own memory and introduce everyone again to the whole class.
- In pairs, the students explain their dream or ambition to each other, e.g.: *I'd like to take part in a Formula One race, because I love fast cars and I like getting an adrenaline rush.*
- A few students report what they have found out about their partners.

3. The *Getting to know you* questionnaire

- Give each student a copy of Student's Worksheet 1. One student asks you the first question. Give your answer and tell the students to hold their thumbs up or down, depending on whether they think the answer is true or false. Then reveal the truth. Continue with different students asking you the consecutive questions. Give true and false answers at random.
- The students choose three random questions from the worksheet and note their numbers secretly in their notebooks. Divide the class into pairs. The students interview each other in order to complete the questionnaire. They give true answers except to the three questions which they chose previously. They should give false, but believable answers when they hear those questions.
- The students note down their partner's answers. They can ask additional questions to determine whether the answers are true or false. When they have completed the questionnaire, they try to guess which three answers are false. Once they have identified the false answers, their partner gives the true answers.

4. The *Getting to know you* Bingo activity

- Give each student a copy of the *Bingo* grid from Student's Worksheet 2. The students talk to any six of their classmates and ask them each a different question from Student's Worksheet 1. They note each person's name, the number of the question asked and the answer. The answers should be true.
- When the students have finished, read out the first name on your class list. The students who interviewed that person use the notes in their grid to say what they have learnt about him/her based on the answers to the different questions.
- Continue the activity with all of the names on the class list.

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5. Language learning styles

- Explain that language learners have different learning styles. Knowing our style can help us to choose the most effective ways of learning a language.
- Give each student a copy of Student's Worksheet 3. Ask them to read the article in Activity 1 and decide which type of learning style they represent. Do not ask for the answers yet, as the students will reveal those in the next stage of the lesson.
- If you have access to the Internet in class, you can ask the students to complete an online quiz to check their learning style, e.g. at: www.homeworktips.about.com/library/quizzes/bl_lstylequiz1.htm
- The students then read the tips in Activity 2 and decide which learning style they refer to. Explain any unfamiliar vocabulary. In pairs, the students compare their answers. Check the answers with the whole class. Encourage the students to apply the tips that refer to their own learning style, as this will help them to study English more effectively.

Answers: 1 V, 2 A, 3 V, 4 K, 5 K, 6 A, 7 K, 8 A, 9 A, 10 K, 11 V, 12 A, 13 V, 14 V, 15 K

6. The *Prove it!* survey

- Give each student one sentence slip from Student's Worksheet 4. If there are more than 15 students in the class, the sentences may repeat.
- Make sure everybody understands the statement on his/her slip of paper. The students' task is to prove or disprove the statement about their classmates. The students mingle and interview everyone in class to check if the statement is true or false. For instance, a student with the statement *Two people use smartphone apps to study English* asks everyone: *Do you use smartphone apps to study English?* and notes down how many people respond positively.
- The students then report their findings to the whole class, e.g. *This statement is false. Ten people here use smartphone apps to study English.*

- Use the survey results to discuss the different techniques for studying English, self-study tools and materials as well as effective note-taking methods.

Write a few examples of useful websites and additional resources on the board, for example:

www.macmillandictionary.com,

www.dicts.info (dictionaries),

the Pronunciation App (an app for smartphones),

lingro.com (an online translator),

www.easydefine.com (a tool for definitions and quizzes)

www.bbc.co.uk/worldservice/learningenglish (videos and exercises for self-study).