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What is there in a language?

Lessons 1–2 Are you a good language learner?

Objectives

Ss will

- learn about individual learning styles
- start thinking about themselves as language learners
- develop self-awareness and critical thinking
- develop learning strategies

Skills development

Ss will practise

- reading for gist and for detail
- writing a description
- speaking

Active vocabulary

accuracy / accurate
 efficiency / efficient
 independence / independent
 proficiency / proficient
 progress / progressive

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to start the new school year to introduce Ss to the topic	pair work whole class
2, 3	Reading	to practise reading for detail and for gist to raise Ss' self-awareness to introduce active vocabulary	individual pair work whole class
4, 5	Vocabulary	to practise writing descriptions using topic vocabulary to develop reflective skills to practise active vocabulary to revise the ways of organising active vocabulary	individual whole class
6	Speaking	to practise making promises to practise writing down promises	individual whole class

Warm-up

- 1 Ask Ss to look at the cartoon and discuss and interpret it in pairs. You may decide to have a short whole class discussion of Ss' ideas. Welcome any ideas Ss give and do not focus much on Ss' errors and encourage them to speak as this is the first lesson in the school year.

Reading

- 2 **A.** Ss read the encyclopedia entry about **learning style** and answer the questions in pairs. You may check the answers with the whole class afterwards.
- 2 **B.** This is a short and simple questionnaire which is done individually. Ss read the questionnaire and choose the options that best suit them and calculate their results.

1. Answers

Ss' own answers.

2A. Answers

- 1 It is a method of learning particular to an individual.
- 2 It is interacting with, taking in and procession information.
- 3 It helps us learn more effectively and learn how to learn.
- 4 On the Internet by doing psychological tests.
- 5 Ss' own answers.

2B. Answers

Ss' own answers.

- 2 C.** Each student chooses the paragraph describing their learning style and reads it individually. You may decide to write the transcriptions of the difficult words on the blackboard as Ss may need to say them in the next exercise. E.g. tactile ['tæktail], kinesthetic [ˌkɪnəs'tetɪk], visual ['vɪʒuəl], auditory ['ɔːdɪtəri].
- 2 D.** This exercise is aimed at giving Ss a possibility to reflect personally on the questionnaire results and think critically about different psychological questionnaires they may come across in magazines or online. First Ss discuss the questions in pairs and then you may ask individual students to report back to the whole class on the results of their pair work. It is important for Ss to understand that the given descriptions reflect only one of many existing theories of learning and it does not give them the ultimate truth about their preferred learning style. You may decide to give them more information on that and suggest doing research themselves.

Background information for the teacher

Over 80 learning style models have been proposed, each consisting of at least two different styles. Several other models are also often used when researching learning styles. This includes the Myers Briggs Type Indicator (MBTI), Howard Gardner's Multiple Intelligence Model and the DISC assessment. Instruments (usually questionnaires) used to identify learning styles include Kolb's Learning Styles Inventory, Fleming's VARK Learning Style Test, Jackson's Learning Styles Profiler (LSP), and the NLP meta programs based iWAM questionnaire. Many other tests have gathered popularity and various levels of credibility among students and teachers.

Suggested homework

WB Ex. 1–2.

Suggested lesson break

Suggested homework

WB Ex. 3A–3B.

- 3 A.** It might be good to focus Ss' attention on the structure of a research report where every topic sentence is followed by several supporting ones.

Explain to Ss that a topic sentence is a sentence which describes the topic purpose or main idea of a paragraph, i.e. which states what the paragraph is about.

Background information for the teacher

Note that "she" is chosen as a generic pronoun (instead of "he") here. In modern English this choice is sometimes made in order not to favour one gender over the other.

- 3 B.** Tell Ss to write down the new words in their exercise books.

3A. Answers

1c 2b 3d 4a 5f 6e

3B. Answers

- a) proficient
- b) accuracy
- c) efficient
- d) make progress

- 3 C.** Ss work as a whole class but as an option you may give each pair of Ss one of the six topic sentences from Ex. 3A to discuss. After five minutes ask Ss to present their opinions in the form of a short talk to the class.

Background information for the teacher

Note that “much” is often used with negatives, i.e. “not making *much* progress”. For positives it is often “make *a lot of* progress”.

Vocabulary

- 4** This activity is aimed at practising the vocabulary. Read aloud what Ss have written and they will try to guess who the author of every description is. Encourage a discussion if Ss have different opinions about who is described.
- 5 A.** Ask Ss which of the ways they use for organising vocabulary. It might be useful to discuss what determines the choice. For example, it is more reasonable to organise the words that have derivatives in a table. Explain to Ss that this activity provides them with an instrument for organising, memorising and activating vocabulary.

You might wish to give Ss some more useful tips for organising and practising vocabulary:

Some more tips for learning words

- Try to remember words in short phrases, e.g. a progressive political party looks forward; efficient engines use less fuel; this has been my daily routine since I was 19; accurate answers are always appreciated (note how alliteration and assonance can help).
 - Try to visualise words in use, e.g. Where is your hand when you swear an oath? Where does a nosy person put his nose? What is your face like when you grumble?
 - Try to associate words with concepts, e.g. progress = going forward.
 - Try to keep lists of opposites, e.g. accuracy — inaccuracy (direct opposite); efficient — inefficient (direct opposite); accurate — fluent (alternative opposite).
 - Try to deconstruct words, e.g. in-depend-ence = a state of not depending.
- 5 B.** Draw Ss’ attention to the difference between active and passive vocabulary. Explain that active vocabulary is meant for their active use in oral and written speech, while passive vocabulary is for recognising while reading and listening. Ss are supposed to organise and learn only active vocabulary. Encourage Ss to think of several ways of organising the new vocabulary.

Speaking

- 6** If time permits make this a fun activity — a kind of an oath for Ss to take that they will try their best to become good language learners. If they take the oath together they can say it in chorus and sign it.

Option: The writing and oath can be recommended as a homework. For those Ss who are reluctant to write a resolution you can suggest writing a short essay “My plans to improve my English”.

Suggested homework

WB, Unit 1, Ex. 2–3 or Ex. 6.

3C. Possible answers

thinks about how she is learning; willing to experiment; realistic; organised and active; balances the need for fluency and accuracy; does not rely totally on her teacher; tries different ways of learning; is not afraid of making mistakes; tries to find out what works for her; asks the teacher if she doesn’t understand; looks for opportunities to develop language; keeps notes tidy; independent etc

5A. Answers

1a 2e 3b 4c
5d 6f 7h 8g

Lessons 3–4 Why English?

Objectives

Ss will

- think about the reasons for learning a foreign language
- start thinking about the notion of a global language

Skills development

Ss will practise

- listening for gist
- reading for specific information and specific words
- interpreting graphic information
- writing an essay

Active vocabulary

be fluent / fluency gain an appreciation
beneficial broaden one's mind
exception well rounded
expand what counts is...

Quantity modifiers

about more than
around nearly
at least over
fewer than

Structures

Revision of Conditional 2

Procedure

	Stage	Purpose	Classroom management
1	Warm-up	to introduce Ss to the topic	whole class
2	Listening	to introduce the topic vocabulary to practise listening for gist to think about attitudes to learning English	individual pairs whole class
3	Language work	to practise numerals, numeral modifiers and percentages to practise interpreting graphic information	individual whole class
4	Writing	to think of the best way of expressing one's own opinion to develop understanding of the structure of an essay to revise the 2nd conditional to practise writing an opinion essay	individual whole class

Warm-up

- 1 Encourage Ss to come up with all sorts of answers. If Ss seem blocked, lead with the help of questions formed from the sentences given in **Possible answers**.

1. Possible answers

It helps to operate a computer.
I want to understand rock songs.
It is interesting.
It is useful for travelling.
It is international. Etc.