

# Week 1



## The Lessons

This is a selection of lessons that can be used in the first week / introductory week of any EAP course. It includes organisation ideas, a getting-to-know you activity, classroom language worksheet, language revision worksheet, a basic writing worksheet and error correction worksheet.

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## Getting Organised

### Stationery

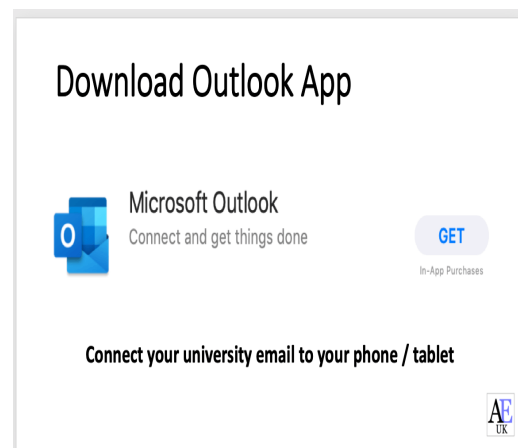
It's often a good idea to get organized right at the beginning of the course. Here is an image of key stationery that you should purchase to get ready for learning.



### Microsoft Office

Many U.K university computer systems are Microsoft Windows and students are expected to use Microsoft Office for writing, editing and uploading assignments. They are also expected to use Microsoft PowerPoint for presentations. In addition, many of the mail systems in U.K universities are Microsoft Outlook.

Microsoft Office is free for students (& staff) and can be easily downloaded through the university website using university usernames and passwords. Just search 'Microsoft Office Download' on the university website.



### Timetables

Time management is key to successful learning and meeting deadlines. REMEMBER timetables are evolutionary and should evolve and adapt over their course.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 am							
9							
10							
11							
Noon							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
Notes:							

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## Class Mingle - Teacher's notes

**Time: 30 - 60 minutes**

**Level: \*\*\*\*** [B1/B2/C1]

*Aim: to get the students acquainted with each other and introduce a general speaking task where students can communicate freely and confidently on personal topics.*

### 1. Lead in

- **Idea!** Give each student a label sticker. Ask them to write their name on it and stick it on their top.
- Explain that they are going to do a class mingle. They must walk around and talk to everyone in the class as if they are at a party.
- Explain that each student will be given a specific question and they will ask this question to everyone. They don't have to take notes, just communicate.
- The questions are general questions based on their new life here in this city and the university.
- They will have a maximum time of **two minutes** to ask their question and answer their fellow student's question before they move to the next student.

### 2. Questions

- Give out the questions – one per student. There are twenty questions so depending on the size of your group you can pick specific questions you think are more interesting or relevant.
- Give time for the student to read and check they understand their question. **Help if needed.**

### 3. Mingle

- Tell students to get up out of their chairs and find a partner.
- Explain that they must introduce themselves first.
- Example: 'hello, I'm Jenny and who are you?'
- Explain this is a speaking & listening exercise so don't show your question.
- Say 'you have two minutes to ask and answer the questions – go'.
- After two minutes shout 'change'. Continue this until all the students have spoken to each other.

### 4. Feedback

- Extra – put a question up on the board. Ask the student what they found or discovered?
- Extra – writing: ask the students to write a short summary of their findings.

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## Class mingle – getting to know you

1. Are you feeling a bit culture shocked? Is there anything that you will find it hard to get used to with English culture?

2. Where are you from? Can you tell me a bit about your hometown / city?

3. What have [ ] [ ] [ ] few months?

4. What was your first impression of this city? Is there anything different or unusual?

5. Where exactly [ ] [ ] [ ] Is there anything you need [ ] [ ] more comfortable?

6. Have you found any interesting places here? Like what and where?

7. What will you do in your [ ] [ ] [ ] from studying?

8. What are you eating tonight? Do you think you'll [ ] [ ] [ ] ?

9. Tell me something you know about English culture and the English way of life?

10. If you complete [ ] [ ] [ ] , what do you want to do in the future with this qualification?

11. What are your [ ] [ ] [ ] ? How are you going to improve these outside of class?

12. Why did you [ ] [ ] ? Did you have a 2<sup>nd</sup> or 3<sup>rd</sup> choice?

13. Do you know any famous places to visit in the UK? Where are you hoping to go while you're here?

14. What do you think [ ] [ ] [ ] between the Academic [ ] [ ] the UK compared to your country?

15. What course are you hoping to study in September? Why have you chosen this course?

16. Do you [ ] [ ] [ ] or at the university? Have you made any friends yet?

17. What will you do to [ ] [ ] [ ] ? What did you do in your country?

18. Did you do anything to [ ] [ ] [ ] before you came? What books or resources did you bring to help you?

19. What's your [ ] [ ] [ ] course? Do you have a backup plan?

20. What is your motto for life?

## Classroom Language

How do you say / ask a question for?

<b>1. Greetings / farewell to the teacher</b>
<i>Good morning / good afternoon. Goodbye, see you tomorrow.</i>
<b>2. Ask a question</b>
<b>3. Can't hear</b>
<b>4. Confused</b> [ ] [ ]
<b>5. Words mean</b>
Meaning:
[ ] :
[ ] :
<b>6. Example</b>
<b>7. Help</b>
<b>8.</b> [ ] [ ] answer
<b>9. Toilet</b>
<b>10. Late for class</b>
<b>11.</b> [ ] [ ] class
<b>12. Feel</b> [ ] [ ]
<b>13. Email materials / PDF / PPT</b>

## Student to Student Classroom Communication

<b>1. Don't understand</b>
<i>I'm sorry I don't quite understand what you are saying. / Could you say that again?</i>
<b>2. Interrupt</b>
<b>3.</b> [REDACTED] [REDACTED]
<b>4. Add more information</b>
<b>5. Give</b> [REDACTED] [REDACTED]
<b>6. Translation</b>
<b>7.</b> [REDACTED] [REDACTED]
<b>8. Meaning</b>
<b>9. Include</b> [REDACTED] [REDACTED]
<b>10. Disagree</b>
<b>11. Agree</b>
<b>12.</b> [REDACTED] [REDACTED]
<b>13. Check</b> [REDACTED] [REDACTED]
<b>14. Congratulate</b>



## Classroom Language Possible ANSWERS

How do you say / ask a question for?

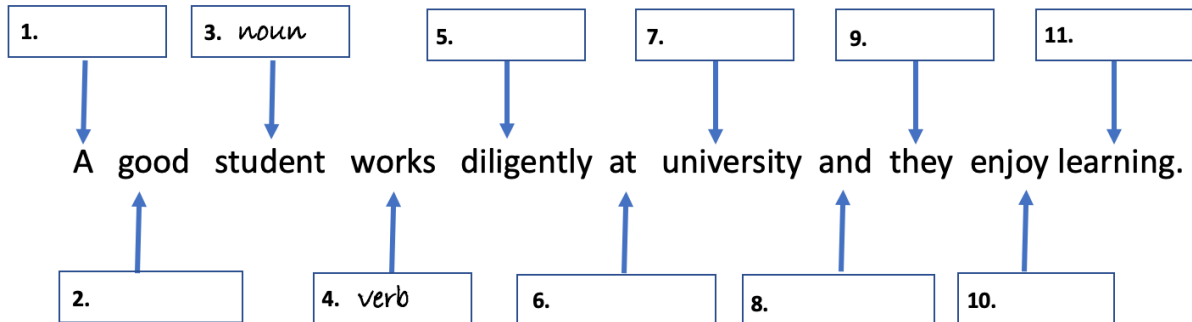
<b>1. Greetings / farewell to the teacher</b>
<i>Good morning / good afternoon. Goodbye, see you tomorrow.</i>
<b>2. Ask a question</b>
<i>Can I ask a question? Would you mind if I ask a question?</i>
<b>3. Can't hear</b>
<i>Sorry, I can't hear you could you speak a little louder? Sorry, I can't hear you!</i>
<b>4. Confused about what to do</b>
<i>I'm not sure what we should be doing? What would you like us to do?</i>

**ALL ANSWERS IN PAID VERSION**

## English Language Revision

### 1. Parts of Speech

Name the individual elements in this sentence (verb, noun, article, etc...)



### 2. Nouns.

What is the difference between these two groups of nouns?

- i. Students / [ ] [ ]
- ii. Time / [ ] / evidence

What do we call these letters that we place at the beginning and at the end of nouns?

#### Regular

- iv. **ir**regular
- v. [ ]

### 3. Verbs

What is the difference between these two groups of verbs?

1. Study / studied / studied
2. Go / went / gone

What is a...

3. Infinitive?
4. [ ] [ ]
5. Present Participle?
6. [ ] ?

#### 4. Pronunciation - Syllables and stress

- A **Syllable** is a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel.
- **Stress** or accent is relative emphasis or prominence given to a certain syllable in a word.

<b>Important</b>	has 3 syllables and the stress is on the second syllable. It can be shown in a number of ways:		
/ɪm'pɔː.tənt/	Im. <b>POR</b> .tant	[ im- <b>pawr</b> -tnt ]	oOo

Show the stress patterns for these academic words

<b>definition</b>	ooOo	v.	
i. <b>analysis</b>		vi. <b>assessment</b>	
ii. [redacted]		vii. [redacted]	
iii. <b>procedure</b>		viii. <b>significant</b>	
iv. [redacted]		ix. [redacted]	

#### 5. Punctuation

Name these different punctuation symbols.

The research was a success.	full stop
i. <i>In addition, there are many...</i>	
ii. <i>Smith (2019) claims that...</i>	
iii. <i>Student [redacted] books.</i>	
iv. <i>Smith (2019) claims that [redacted] [redacted]</i>	
v. <i>How did the financial crisis affect the UK?</i>	
vi. <i>This lecture was highly beneficial!</i>	
vii. <i>A [redacted] [redacted] academic scholar.</i>	
viii. <b>UNIVERSITY.</b>	
ix. <i>The pro-life/pro-choice debate is an important issue.</i>	
x. <i>There is evidence of global warming [redacted] people disagree.</i>	
xi. <i>There is only one solution: reduce plastic.</i>	
xii. <i>[redacted] a specialized agency concerned with health.</i>	

#### 6. Word choice

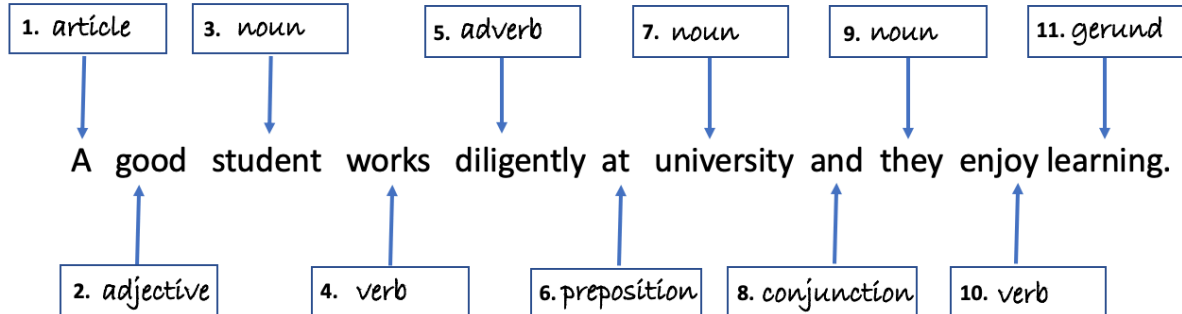
What are these word choices called?

i. <b>Important:</b> <i>vital, urgent, essential, [redacted] [redacted]</i>	
ii. <b>Important:</b> <i>small, little, unimportant, minor, irrelevant</i>	

## English Language Revision **ANSWERS**

### 1. Parts of Speech

Name the individual elements in this sentence (verb, noun, article, etc...)



### 2. Nouns.

What is the difference between these two groups of nouns?

- iii. Students / university (**regular**)
- iv. Time / information / evidence (**irregular**)

What do we call these letters that we place at the beginning and at the end of words?

- x. Regular / 1. **ir**regular (**prefix**) / 2. Regular**ity** (**suffix**)

**ALL ANSWERS IN PAID VERSION**



A large rectangular box containing 25 horizontal lines, providing a space for writing or drawing.

## Academic Writing Error Correction

**v** = good point / good idea

**vV** = very good point

**?** = confusing

**^** = missing word

**T** = Tense

**Gr** = Grammar

**A** = Article (a, an, the, /)

**WW** = Wrong Word

**WF** = Wrong form

**Coll** = Collocation

**W/O** = Word Order

**Inf** = informal

**Prep** = Preposition

**P** = Punctuation

**R** = repetition

**Sp** = Spelling

**RC** = Relative clause (which, that, who etc..)

**Ref** = in-text reference problem

**Cau** = caution (too strong – soften with could, may, might, appears, possibly)

## Error Correction Practice

1. I am studying in germany<sup>P</sup>.

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2. He is an archiologist<sup>SP</sup>

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3. The course contains lots of<sup>Inf</sup> modules.

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4. Last year, the students study<sup>T</sup> in England.

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5. He wants to be a teacher Spanish<sup>WO</sup>

---

6. Life discovered on other planets which scientists has been found<sup>?</sup>

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7. The ^ of the theory is 'Drucker's Conjecture'

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8. There has been worldwide agreement in<sup>prep</sup> an immigration policy.

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9. Tuition fees have risen for higher educate<sup>WF</sup> in the UK.

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10. Fayol's theory discuss<sup>T</sup> in the Journal of Social science.

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11. All<sup>Cau</sup> British people want a referee<sup>WW</sup> on leaving Europe.

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12. University<sup>R</sup> students at university<sup>R</sup> have complained ^<sup>prep</sup> teaching quality

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13. Scientists found fresh evidence in suggesting<sup>Gr</sup> that Climate Change is manmade.

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14. They made an in-depth analysis<sup>coll</sup> of the results

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15. According to Smith, L<sup>Ref</sup> (2013), there are three main causes ^RC caused the 2008 Financial Crash.

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## Answers

1. I am studying in Germany
  2. He is an archeologist
  3. The course contains a significant number of modules.
  4. Last year, the students studied in England.
  5. He wants to be a Spanish teacher
  6. Scientists have discovered life on other planets
  7. The name of he theory is 'Drucker's Conjecture'
  8. There has been worldwide agreement for an immigration policy.
  9. Tuition fees have risen for higher education in the UK.
  10. Fayol's theory was discussed in the Journal of Social science.
  11. The majority of British people want a referendum on leaving Europe.
  12. University students at university have complained about teaching quality
  13. Scientists found fresh evidence to suggest / suggesting that Climate Change is manmade.
  14. They carried out an in-depth analysis of the results.
  15. According to Smith (2013), there are three main causes which caused the 2008 Financial Crash
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